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Investigators from seven universities and the National Training Laboratories cooperated in a research project to help 15 school systems improve their effectiveness. Utilizing questionnaire response data from approximately 5,000 adults and 6,000 fifth and 11th grade students, the project analyzed problems of planned change in schools, evaluated the results of several strategies of planned change, formulated a set of variables relevant to understanding the operation of a school system, developed instruments for measuring each variable, and determined a concept of organizational self-renewal. Each of the four centers in which the investigators worked formulated and applied a specific strategy of planned change in two or more school systems. A number of case studies are reported, based on detailed documentation and on reports prepared by special observers. One case study outlines the development of the interuniversity consortium which conducted the study. Examples of materials used in the study are appended. Related documents are ED 012 511-515 and ED 013 486. (Author/JK)

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March 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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# COOPERATIVE PROJECT FOR EDUCATIONAL DEVELOPMENT

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# SUMMARY

In this project investigators from seven universities and the National Training Laboratories attempted to help 15 school systems improve their effectiveness, and to do so in such a manner that the relative effectiveness of several strategies of planned change could be assessed, problems of planned change in schools be identified, and changes in the relationships among major system variables could be determined as the systems became more self-renewing.

To meet the research requirements of the study, each of the four university regional centers formulated and applied a strategy of planned change in two or more school systems. (The conceptual basis of the project is described in two volumes, edited by Goodwin Watson: Change in School Systems and Concepts for Social Change, Washington, D.C., National Training Laboratories, 1967.) Effort was made for at least two regional centers to work with school systems of similar size and type. A basic set of system variables was identified, and instruments were selected or devised for measuring each. All centers administered the instruments at the same time intervals in a "pre-post" assessment design.

The project was terminated one year earlier than planned, with the result that the quantitative data which were gathered (approximately two hours of questionnaire responses from approximately 5,000 adults and 6,000 5th and 11th grade students in 15 school systems) have not been analyzed but are in various stages of readiness for storage in a "data bank". For this reason, and because difficulty was encountered in formulating usable categories for classifying school systems, it was not possible to assess the relative effectiveness of the strategies. Instead, case studies of the interventions were prepared, based on detailed documentation and on reports prepared by special observers. A case study was also prepared regarding the development and operation of the inter-university consortium which conducted the study.

In addition to the benefits derived by the school systems which participated, the project resulted in the formulation of a set of variables relevant to understanding the operation of a school system, a set of instruments for measuring each variable, formulation of several strategies for change, development of a concept of "self-renewal", and insights regarding problems encountered and the consequences of a variety of alternatives regarding planned change in school systems. It also contributed to the development of change-agent competencies for several professors of education, advanced graduate students, and members of the participating schools.

# CHAPTER I

## Concepts and Strategies for Planned Change in School Systems

by

Dale G. Lake

### The Press for Planned Change

The Cooperative Project for Educational Development was created by a group of behavioral scientists who are committed to the proposition that change in education is inevitable but that school systems need to devote much more energy to planned change. [1]

The action program which grew from this proposition is described in this report. In this chapter the important concept of planned change which gave direction to the study are described. In the next chapter the organization which was created to carry out the project and highlights from the life of the organization are presented. The third chapter briefly describes the change strategies employed and the methods for collecting and analyzing relevant data. It was the original intention of the COPED staff to include one year of planning and conceptualization, one year of intensive interventions, one year of gradual withdrawal from the school systems and one year of analysis of findings. But due to limited funds, the project was terminated at the end of year two. As a consequence, the quantitative data collected have, as of this writing, not been analyzed. The quantitative data are at various stages of preparation for inclusion in a data bank. Because the project was terminated earlier than anticipated, the qualitative findings to date are included in the separate case studies, but a final chapter of integrated findings is not feasible.

Many forces have lead to the need for planned change, such as population growth, technological revolutions, civil rights strife, increasing world interdependence and complex, crowded urban centers. No longer can "natural" social and educational processes be depended upon to sustain life and culture as we now know it or as we might hope for it to become. In a fundamental sense, "the future is with us now; children presently enrolled in kindergartens will have graduated from high school by 1980 and will be legally qualified to vote soon thereafter; and the kind of educational program provided during the next few years will have significant implications for the kind and quality of decisions made by the citizens of the nation during coming years." (Planning and Effecting Needed Changes in Education: 1967.)

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[1] Planned change is defined as a process of attempting to determine appropriate goals and objectives, obtaining and analyzing pertinent information that will bring into focus present and emerging problems and needs, and obtaining agreement on steps and procedures that are designed to meet those needs so the objectives can be attained.

That planned change in schools is a basic concern can be demonstrated in the development of such major centers as The Diffusion Documents Center (Michigan State University), Strategies for Educational Change (Ohio State), The National Institute for the Study of Educational Change (Indiana University), New York State Department's Innovation Center, and the Eight-State Designing Education for the Future Project; all of which devote major energies to the collation, classification, annotation, and development of change studies.

Accompanying the growth of interest in planned educational change is an increased sense of urgency. Most commentors point to the successful launching of Sputnik as the stimulus for increasing educational change efforts.

However, throughout our entire country, school systems are facing (or resisting) major changes as the pressure increases to racially balance the schools. Ability grouping, track systems, and neighborhood schools are ways of organizing learning formats, all of which are being attacked in the name of racial integration.

Another force which is just beginning to make itself visible is the growth of the world's population. For example, Vogt (1966) has noted that right now "every time your pulse throbs, the population of the world will have added more than one human being." Once more, the rate is increasing. It took from the beginning of man until 1850 A.D. for the world population to be one billion, but by 1975 we will total 4 billion. This means that if the present growth rate continues, in six centuries "the perimeter of the coating of human flesh on the globe will be expanding at the speed of light -- 186,000 miles per second." (Kaiser Aluminum, 1966.) An implication may be that in the very near future we will have to plan who should be allowed to breed, with whom and how fast.

Implications for education are evident. We must find ways of producing more and better scholars capable of controlling birth rates, improving race relations, producing better yields in agriculture, developing space technology which will allow us to transplant portions of growing populace to other planets, finding ways of managing the tensions of living in highly impacted urban centers, or, in other words, our educational systems must change at a rate greater than our population growth.

Such forces contributed to the growing sense of urgency which the behavioral scientists who created COPED felt. They based COPED on the awareness that there is and must be an increase in all educational settings toward a planning orientation. Planning demands that social and behavioral scientists be able to provide educators with the tools and information for understanding and improving the present activities and values of the educational process.

## Concepts

Those who formulated COPED began with a plan to develop a set of concepts which would assist in the designing of change strategies. The concepts developed are contained in COPED's first publication, Concepts for Social Change. A brief review of this publication and other relevant concepts are reviewed below.

## Knowledge Utilization

Every time an agent of change is transmitting or transforming information from one setting or discipline to another setting, he is utilizing knowledge.

Havelock and Benne (COPED 1967, p. 51) describe two ways of looking at knowledge utilization. First, they describe it as a system in which "there is a chain or a network of relationships which has the function of carrying information and producing need-fulfilling behaviors." They point out that in order for the chain to work, it needs an administrative "backup" consisting of (1) education, (2) financial support, (3) legal or administrative control, (4) protection, and (5) growth or change maintenance. The educational structure provides for the replenishment of professionals, maintenance of standards, financial support, determines how much and what kind of utilization activities may be undertaken; control structures provide for coordination which helps translate ideas into operation; protection structures help competitive groups from undermining one another with licensing procedures; and planning for growth structures help to insure maximum adaptation and utilization of new knowledge and new circumstances. For examples of knowledge utilization strategies see especially Boston and Michigan's strategies.

Lippitt (COPED 1967, p. 72) describes one utilization pattern, "in which the scientist-consultant in communication with a particular practitioner or practice group identifies and defines a problem of practice." A second pattern is one in which "the organization or agency contracts with the scientist team to collect diagnostic data relevant to some problem, to analyze the data, and then to feed the data about the local situation back to the agency or organization staff for their use."

## Resistance

Watson (COPED 1967) and Klein (COPED 1967) are unanimous in describing resistance to change, not simply as inertia, but as functional. Watson (COPED 1967) points out that resistance may serve psychological needs such as the need to maintain homeostasis. Or, resistance may simply be in the form of early habits which are difficult to overcome. Watson also discusses how other psychological phenomena of primacy, selective perception and retention, dependence, and self-distrust may operate to produce resistance to change. In addition to individual resistance, certain properties of social systems may produce resistance such as conformity to non-changeful norms, vested interest and threat to the sacrosanct. In discussing resistance, Watson would also add a note of caution:

> All forces which contribute to stability in personality or in social systems can be perceived as resisting change. From the standpoint of an ambitious and energetic change agent, these energies are seen as obstructions. From a broader and more inclusive perspective, the tendencies to achieve, to preserve, and to return to equilibrium are most salutary. They permit the duration of character, intelligent action, institutions, civilization, and culture. (Watson, COPED 1967, p. 10.)

Klein (COPED 1967) describes resistance as a function of the way change is introduced. He notes that most urban planning or even a proposal to develop fluoridation runs into trouble when the agents of change have done all their planning before introducing their ideas to those to be affected. When this happens "the innovators have usually developed a considerable investment in their plans and are often far more committed to defending them than to attempting to understand objections to them. They are not prepared to repeat with newcomers the long process of planning which finally lead them to their conclusions." (p. 29)

Klein presents the interesting thesis that "a necessary prerequisite of successful change may be the mobilization of forces against it." (p.30) He says the defenders against change serve three useful functions:

> First, they are most likely to perceive and point out any real threats to the well-being of the system which may be unanticipated consequences of projected changes.
>
> Second, they are especially likely to react against any change that might reduce the integrity of the system.
>
> Third, they are sensitive to any indication that those seeking to produce change fail to understand or identify with the core values of the system they seek to influence. (Klein 1967, p. 31.)

Power as it relates to change continues to be a much discussed concept, (see for instance, Kimbrough's article in the Eight States project, "Power Structures and Educational Change") but with very little empirical research support. Within social systems, power is tightly interwoven with other concepts of communication, influence, attitude change, role, group norm, expectation, leadership, propaganda, and morale. Leavitt (1965, p. 1153.) describes sensitivity training as a power equalization strategy of change. He says that it is central to sensitivity change efforts to allocate equal power to the changee. Various forms of sensitivity training were used in the COPED project; this process assumes that change is most durable when persons change, further, one changes people either by helping them to change themselves or by developing some collaborative effort between changer and changee.

Etzioni (1961) has described three types of power: (1) coercive power that uses pain, deformity and death, (2) remunerative that promises wages, rewards or fringe benefits, and (3) normative power that uses symbolic rewards like allocation of esteem and prestige symbols. Three kinds of involvement follow: alineative, calculative and moral. These concepts of power became an issue for the COPED centers in planning their entry strategies. Must one begin at the top of the power structure to effect change in school systems or should one strive for broad base power by developing consensual plans at the level of teacher and student?

A more extensive discussion of power has been undertaken by French and Raven (1959). They classify the bases of power as being coercive, reward, expert, legitimate or referent. COPED staff tried to find ways of shifting educational change from bases of coercion and reward to more collaborative and competence power bases.

The use of coercive and reward-punishment bases of power to bring about educational change is probably doomed in the long range. For instance, Thompson (1965) has discussed in considerable detail how power as used in rewards for hierarchical positions, and its consequent feature of compliance, block innovation in organizations. Also, Garth (1965) has described some case studies of change through coercion. The British colonial officials used force to clear away sacred brush near the Nigerian Hausa tribe in order to remove the breeding place of a fly which carried sleeping sickness disease. The results were immediately successful in terms of reducing the disease but as soon as the force was removed the brush grew once more.

A later section will describe in detail how the various COPED centers dealt with power in their intervention strategies.

## Communication

Research and planning in communication has moved away from early emphasis on concepts of mass media and mass impact. Current understanding is that information is stepped down through group leaders for attention, consumption and use by individuals in groups. Kataz (1957) in reviewing research in the so-called two-step communication flow hypothesis comments:

> In every case, influentials have been found to be more exposed to these points of contact with the outside world. Nevertheless, it is also true that, despite their greater exposure to the media, most opinion leaders are primarily affected not by the communication media but by still other people. (Katz 1957, p. 61.)

In the section of this report which discusses research the reader will notice that communication becomes a central variable for study and that an instrument in the COPED core package of research instruments attempts to determine directly who the influentials in the school systems are. The two step flow of communication hypothesis ought to have important implications for the introductions of innovations into educational systems.

Person-to-person communication has also been offered as a way of explaining the fact that most adoptions of social changes will go through a process of rapid spread which levels off and finally reaches a steady state, a phenomena which economists and sociologists call the "S" curve of adoption. The idea is that the innovation spreads by one person telling his immediate peers and they do likewise until a saturation of relevant role groups, families, or institutions is reached. An empirical demonstration of the "S" curve phenomenon has been provided by Defleur (1966) in a comparative analysis of quantitative data on the patterns of innovation and obsolescence related to the media of mass communication as they appeared in the American Society.

Defleur (1966) provides a conceptual framework consisting of six operationally defined concepts, which are: new item, invention, innovation, obsolescence, diffusion curve, and institutionalization. His data demonstrate that "The 'S' shaped curves for the radio receiving set, the daily newspaper, and household television appear to have followed the same general regularities in their spread through the population as such unrelated items as hybrid corn, instant coffee, hair spray, and oral contraception." (p. 326)

The Michigan COPED center tried to put this concept of person-to-person communication into practice by increasing the time teachers spent talking to each other about innovations. A doctoral student working for the New York center has also developed a series of six in-service sessions designed to spread classroom innovations through person-to-person communication.

## Innovation Properties

Any comprehensive view of change as effected by innovations recognizes that the type, size, etc., of the innovation will affect its dissemination. To understand this more thoroughly, COPED developed an instrument designed to identify the way innovations originate and are disseminated in school systems. (See appendix with COPED core package.)

Fliegel (1966) had developed a study based on the premise that the attributes of an innovation itself are a basic factor in explaining differences in the rates of adoption. He was able to show that for a group of rather wealthy farmers such properties as "initial cost, continuing cost, rate of cost recovery, payoff, social approval, saving of time, saving of discomfort, regularity of reward, dividability for trial, complexity, clarity of results, compatibility, association with dairying, mechanical attraction, and pervasiveness" were able to account for 51% of the variance in adoption rates.

In a study of 7,237 high schools conducted by the North Central Association, the data also demonstrate that the properties of the innovation do make a difference. It appears that specific, well-packaged curriculum material innovations are adopted most rapidly, i.e. 43% of the schools had adopted PSSC physics while technological innovations are adopted less widely, i.e. 17% of the schools reported regular use of closed circuit TV; changes in ways of organizing teaching practices are least readily adopted, only 15% of the schools reported use of flexible scheduling.

## Values

Values form a central perspective for the COPED project. During the course of the two years COPED existed, it became clear that the force which most unified the efforts of those involved was a common set of values. COPED values include the beliefs that most people derive satisfaction from being responsible for their work, consensually developed change strategies are more durable than imposed change strategies and that the mutual sharing of resources across universities and across school systems would lead to effective knowledge utilization for improving the processes of planned change.

The COPED staff also share a conception of values similar to those proposed by Lasswell and Hommberg in the following proposition:

> Social change is a process, since it is not chaotic. As human beings are involved, valued outcomes are sought to be maximized (such valued outcomes are often called "needs", "desires", "wants", "preferences"). The collective process of interaction is pursued by relatively stable patterns of practice which are somewhat specialized to particular value outcomes, which we call institutions.

Under this formulation, institutions become the settings in which the major activities of value shaping and sharing are carried out. Education as an institution is the prime example. It is in the essence of education that we come to value power, respect, enlightenment, wealth, skills, well-being, affection and rectitude. Given such values, the role of the change agent is to enter the institution and upgrade or reduce certain value sectors rather than others. The initial task becomes one of shifting value perspectives of participants. Introducing improved problem-solving in faculty meetings may be seen as a task of offering the possibility of change in the expectations of people not only in enlightenment, but in well-being, skills, and power as well.

## Renewal

A concept which developed as COPED grew was self renewal. Considerable effort at each of the centers was expended in the development of this concept. The concept of self renewal is difficult to capture in a single definition

From an organizational point of view, Miles of New York has described it as follows. The work in a school system can be viewed in terms of four types of activities, among which energy and resources are allocated:

Type 1: Routine operation - conducting classes, scheduling classes, preparing for meetings, counseling students.

Type 2: Maintenance - conferring with the principal about a discipline case, replacing a teacher who quit, replace physical structure.

Type 3: Change - Planning or implementing new curricula, modifying policies or procedures, organizing a new committee, introducing a new way of teaching.

Type 4: Development, growth, enhancement - Increasing the school system's capability for handling work at each of the preceding levels. Implies planning and problem-solving devoted to strengthening the system. This process involves "learning how to learn."

In this line of thinking, a system becomes more self-renewing as it increases the amount of time and energy devoted to Type 4 work.

Lighthall of Chicago says self renewal implies two things. First, someone is going to do something to improve himself by virtue of his own efforts, as opposed to someone else's efforts. Second, renewal is not merely an addition or a re-surfacing process. Renewal implies a completely new outlook in which all that existed and operated before is now perceived in a new organization that dictates a whole new pattern of activities.

For the Boston center, a self renewing system possesses a series of characteristics. For instance, it (1) is open to innovation, (2) permits and encourages variation, (3) supports experimentation, (4) provides for evaluation of product quality, (5) recognizes that time is needed for incubation of ideas, (6) has open channels of communication, (7) provides linkage to resources, (8) encourages the sharing of innovations, (9) supports self-actualizing in individuals, (1) provides for change agent functions, and (11) seeks an optimum balance between stability and change. Watson (1967) has elaborated on the concept of self renewal by examining it in the light of system and role theory.

In the research section of this report considerable energy is devoted to determining operational indicators of a self renewing school system.

## Strategy

By understanding the relationships of the above concepts, rudimentary theories of changing are developed. COPED has attempted to put these theories into time sequences for intervention into ongoing activities of schools; such efforts comprise the change strategies employed by the COPED staff. The Eight States Project (1967) has defined strategies of change as including, but not limited to:

> dissemination and provisions for utilization of pertinent information regarding all aspects of the proposed plan; ways of identifying and dealing with internal and external (environmental) constraints as well as facilitating influences; ways of identifying potential opposition, conflicts and tensions and of resolving them advantageously; appropriate means of helping individuals, organizations and agencies to effect needed change in their perspectives; and procedures (guidelines) for implementing proposed change.

General strategies and procedures of effecting change can be classified in several ways; according to frequency of use, size and kind of effects intended to be achieved, by target populations and goals, or by some conceptual categorization of the strategy or approach. Chin (1967) has developed a categorization system.

> The first major group of strategies, and probably the most frequent, includes those I call the empirical-rational type. The fundamental process is based on reason and utilitarianism. The change to be effected is demonstrated to be desireable and effective and then brought to the attention of the potential changee. Because the changee is reasonable or because he sees the gain from using this new form of action, he adopts it. The second group of strategies is the normative-reeducative type with the fundamental process of attitude changing. The third group of strategies is based on power in some form with compliance as the fundamental process. (pps. 43-44)

COPED in its various centers can be classified in a number of the above types. For instance, the Michigan's approach combines the empirical-rational type with normative-reeducative type in their emphasis on linking research and development functions with training in innovation-diffusion activities. (See the Michigan reports and the chapters in Change in School Systems by Jung, Fox and Lippitt.)

The New York center focused its efforts upon the use of "temporary systems" and problem solving approaches, which is primarily normative-reeducative. (See the Miles and Lake paper in Concepts for Social Change.)

Boston utilized the normative-reeducative approach with its emphasis on unshackling the creativity of the persons in school systems so that innovation became more probable. Particular emphasis on training change agents was central to both the Boston and Michigan strategies.

Chicago utilized an approach identified by Page's as the sociotherapy of the enterprise. This approach is a special variation of the use of expert consultants. The strategy was to develop, in collaboration with the university staff, a special committee for change in the school district. (See the Lightall paper in the case study chapter.)

A survey by Grenier, as reported in a forthcoming publication by L.B. Barnes (in press) found seven approaches in frequent use in organizational change: (1) the decree approach -- a person or group in authority orders a change to be made; (2) the replacement approach -- a new person is brought in or at least someone is removed from his position; (3) the structural approach -- reorganizing the required relationships in the organization, changing the roles and job definitions, the contacts and other organizational variables; (4) the group decision approach -- members of the organization or group decide on a plan and elect to do it together; (5) the data discussion approach -- where data about the organization and its functioning are brought to the members for review -- in general, the feedback procedures; (6) the group problem-solving approach -- where internal groups diagnose and collect relevant data about the problem; and (7) the T-group approach -- where the emphasis is upon the nature of the relationship of the organizational and interpersonal environment, the quality of trust, openess, power balance, and other such factors. The efforts of COPED draw heavily upon the approaches described in 3, 4, 5, 6, and 7.

## Influence from Other Change Strategies

Throughout the development of COPED change strategies extensive efforts have been made to maintain contact with other major developers of change efforts in school systems.

For instance, much attention was paid to the work developed by Guba and Clark in Ohio State's 1965 conference on Strategies for Educational Change. Some of the papers and concepts of particular interest to COPED are reviewed below.

Rogers, "Toward a new model for educational change" (1965), emphasizes the need to evaluate the consequences of innovation for teachers, learners, and communities. COPED's experience certainly agrees with Guba's paper, "Methodological strategies of educational change" (1965) in which the position is taken that true experimental techniques in educational change are premature, while the field study approach is probably more suited, for reasons of the particular setting of change research, the level of control, the breadth of change studies, number of variables and treatments involved, and the context of events being investigated.

The concept of self renewal implies school system reorganization. Dionne (1966) was very helpful for concepts of changing school systems to foster innovation. He comments, "Understanding the school district as a social system is a prerequisite to any intelligent change effort." For this understanding Dionne relies heavily upon Parsons (1956) analysis of social systems. Dionne begins with four basic problems:

> The first problem is gaining commitment to a new set of values. The second is to produce environmental conditions conclusive to their attainment. The third is to mobilize the resources to attain the goals. The fourth problem is that of guaranteeing harmony in inter-unit relationships following the introduction of change. (Pp. 4-5)

In order to solve these four problems Dionne set up a goal attainment mechanism which consisted of a director of instruction, a curricular worker in every subject area, and a general instructional advisor in each school building. He also instituted various procedures such as published descriptions of how to introduce curriculum development, discussion with principals in buildings to be used for innovation, selection of demonstration teachers, an educational association selected group of teachers who submit evaluations of each intended adoption, a system wide advisory council and a research psychologist responsible for evaluation of proposed innovations.

Once the innovation has been identified, each of the above groups makes specific recommendations concerning what must be done to actually implement the proposed innovation such as materials to be developed, scheduling arrangements, etc. A project sponsor is selected who is freed from part of his other responsibilities as needed. Each of those groups contributing to the actual implementation design is what Dionne has called the "adaptive mechanism."

Dionne's pattern maintenance-tension-reduction mechanism consists of a sponsor initiating a series of steps which prepare teachers, principals, general instructional supervisors and curriculum workers to implement and supervise the innovative programs.

Finally, the innovative practice is introduced and integrated into the rest of the system through a series of meetings initiated by the project sponsor and director of instruction. At this stage, teachers are appraised of its possible spread of effect, guidance counselors are alerted to the possible effects on student programming, and other line personnel such as in business affairs and pupil personnel services are made aware of program changes.

## Introduction Summary

COPED began as a way of thinking about planned change in schools. Through the efforts of those who initiated COPED the necessary concepts were developed or reviewed; these in turn were put together with time sequences and tested against the ideas of others and then finally put together to form strategies of change. Before these change strategies could be tested in the school setting, university change agent teams had to be developed. It is to the development of COPED as a social system that the focus of this report now turns.

# AN EMERGENT INTER-UNIVERSITY CONSORTIUM FOR EDUCATIONAL CHANGE

Robert A. Luke, Jr., COPED Documentarian
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## CHAPTER II.

## INTRODUCTION - The Initiation of COPED

COPED has its origins at many points over the past twenty years when a number of behavioral scientists, brought together under the aegis of the National Training Laboratories of the NEA, were exploring ways of using scientific knowledge and educational methods to improve social practice. A group of these were brought together in September 1964, as an NTL Core Committee on Education. The group included Ronald Lippitt, of the University of Michigan, as chairman; Paul Buchanan, of Yeshiva University; David Jenkins, of Temple University; Matthew B. Miles, of Teachers College, Columbia University; Donald Orton, of Lesley College; Herbert Thelen, of the University of Chicago; and Goodwin Watson of Newark State College, with Dorothy Mial as convener and coordinator for NTL.

The charge was to establish priorities and realistic goals for NTL in education, to stimulate and respond to demands for training and consultative help from local schools and from educational associations--e.g., intern training, regional laboratories, recruitment of adjunct staff--and to help in securing funds for programs in education. The intern program was explored tentatively and was to become a reality in the summer of 1966. The greatest immediate interest, however, was around the creation of an inter-university consortium which would link NTL resources at the institutions represented by the committee in a joint action-research project aimed at the exploratory development of models of planned change in a number of school systems. After considerable committee work Max Goodson, NTL Fellow then on leave from Boston University, was retained to pull the work of the Committee together and to draft a proposal seeking U.S. Office of Education support for "an inter-university and school system program for aiding school personnel to apply behavioral science knowledge to efforts in improving educational practice." Dr. Goodson subsequently moved to the R & D Center at the University of Wisconsin and was instrumental in involving the Center as an affiliated member of COPED.

The Goodson draft was re-worked by the Core Committee, augmented by help from Dale Lake and Charles Jung, then graduate students at Teachers College and the University of Michigan, in January 1965, when each member committed a part of his own time and that of some of his colleagues to the project should it be funded. Notes of the meeting indicate that "Overall, we moved the proposal from an applied research project (aimed at comparing the consequences in school change efforts of two kinds of outside help--the one focused primarily on problem-solving training and the other focused primarily on sensitivity training) to a three-year program of conceptualization, involvement, training, action research, and production of materials for dissemination which could eventuate in a new facility on planned change for the improvement of education. This would be an inter-university center with a staff that actually functions as a staff (with roles, division of labor, etc.) but is based on different campuses."

Some of the design issues posed at this meeting have continued to concern COPED and have been reflected in some of the differences in strategy among the centers. The Committee, for example, was asking:

> What kinds of relationships with a school or system are maintained after initial team training? Do we relate to the team only or to other parts of the system as well? Are we training change agent teams (trainer of trainers) or working as consultant in system?
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> Do we provide help on specific innovations or work on larger organization improvement efforts? In either case how many and what kinds of people within system are involved directly? How much commitment to maintenance function?
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> What inputs to the system regarding research utilization, action research, diffusion of innovation, direct training of insiders to utilize these inputs (what sensitivity training, theory development, practice, etc.)?
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> We looked at two approaches:
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> 1. We intervene in a system and find out what effect the input yields.
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> 2. We help define the state to be changed, set target, decide what input is required to reach the target. The change target might involve difficulty ranging from a new or increased skill to a basic change in policy or structure. We began by asking what triggering-off intervention is most effective. We moved on to supporting the possibility of developing a typology (if you want this kind of change, you need this kind of intervention). We recognized that to set change goals we would have first to work with school systems in setting change targets. All of this we saw as demanding an intensive effort to conceptualize "the state of the art of science" of planned change and the uniqueness of change in educational systems. (Drawn from January 23, 1965 minutes.)
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>    Our hoped for outcome was validated models of planned change based on conceptualizations, training, and consultation, data collections, and re-conceptualizations. Research was seen as exploratory. Rather than starting with hypotheses and testing them, COPED would generate hypotheses and test them. We saw action and research and training as integral parts of a change effort. We saw the early involvement of collaborating school systems as important.

The following pages describe the creation of COPED from the initial pre-contract staff seminar at Bethel in August 1965, to the fall of 1967. This report is drawn from several sources: the observations of the authors, the taped records of team meetings and national conferences, minutes, summaries of telephone conference calls, and reports of national meetings. While the work of COPED lies largely in the regional centers and schools, the effort to create a cross-center action research and training facility is important for whatever help it may be to other national or regional efforts in linking resources in collaborative educational improvement programs.

## AN EDUCATIONAL NEED

The American school today is under great pressure to innovate. The pressures of day-to-day routine, however, generally prevent educators from systematically assessing changing needs, creating effective mechanisms for diagnosis, thinking through alternative action plans, assessing consequences throughout the system, and evaluating the impact of actions innovated. The more familiar pattern is to accept "change" if it comes in a package that apparently can be imposed upon existing structure. Universities, on the other hand, produce theories and research related to educational change but typically without being functionally linked to school systems. Often the resources of a university are introduced through lectures or papers which do not consider the unique organizational needs of the system nor provide assistance in developing the needed skills in action, research, and training. The results may be dysfunctional. A critical need of school systems is thus help in utilizing behavioral science theory and knowledge and methods. There is need on the one hand to establish links with university and other outside resources and on the other hand to develop internal resources for ongoing work.

## COPED AS A RESPONSE TO NEED

The Cooperative Project for Educational Development is an inter-university consortium formed in response to these needs. COPED has no specific program of instruction or reform; rather it has attempted to introduce into school systems various techniques of action research that would increase the system's ability to reappraise its goals and methods to improve the system. Specific training programs were developed as needs for internal resources were identified.

COPED began officially in November 1965 as a three-year inter-university school system project at the end of which time it was hoped each system would have the skills and motivation to institutionalize problem-solving approaches to change. A major goal was to learn more about the inside-outside resources, structures, methods required to help school systems become "self-renewing" -- i.e., able to continue change efforts with decreasing reliance on outside help.

## ASSUMPTIONS UNDERLYING THE INITIATION OF COPED

1. A consortium would be costly but more effective in meeting the above

needs than a number of organically unrelated efforts.

There is an uneven distribution of resources among universities and a diversity of approaches. Some campuses are strong in research. Others are stronger in areas of training and consultation as a means for converting behavioral science knowledge into social technology and practice. Access to research and change resources would be increased if several universities could be linked together in a common project. The sum would be more than the sum of the parts.

The validity of this assumption was perhaps best illustrated in the development of the core packet of instruments. The Measurement Committee was able to consider some 400 instruments (related to 1600 variables) known to or developed by various COPED staff members.

As an inter-university facility, COPED would also provide greater intellectual challenge and stimulation than would be available on any single campus.

The opportunity to compare different change strategies was also an argument in behalf of the consortium. Michigan, for instance, was especially interested in the improvement of conditions for classroom learning; New York focused its early attention on the administrative superstructure of the system as essential support for change; Chicago on a consultative-collaborative relationship with one school district and intensive work with an internal steering committee; and Boston on in-service human relations training for teachers and administrators at different levels of intensity in several systems. Opportunity to test these strategies in a large number and variety of school systems would be a fourth advantage.

Since the intent of COPED was to develop empirical generalizations about what kind of intervention could be expected to yield what results in what kind of school system, the diversity of systems in the seven states of the consortium was an important asset.

These values were deemed to be worth the cost of communicating across distance, of having to give up some autonomy, and of complicating the developing of a coherent research design. COPED saw the potential of full utilization of cross-center resources with the best resources setting standards for the rest, but also realized the danger of regressing through non-creative compromise to the lowest common denominator.

2. A second assumption was that the consortium itself should reflect the values and the approaches to be offered to school systems. There is full awareness that this ideal of consistency was only partly realized. In practice it meant a commitment to emergent competence-based leadership, to openness, to problem-solving methods, to concern over trust, and to willingness to invest time and energy in process work to develop trust and openness. Some of the practices and structures described below represent an attempt to work at these objectives--e.g., use of a "micro-lab" on interpersonal relations, conducting of

important committee sessions with the total staff present as observers, use of long conference calls, open committee sessions, taking time at staff meetings to look at feelings and their impact on work. COPED did not fully achieve its organizational objectives, and there were undoubtedly occasions when permissiveness resulted in a leadership vacuum. At the same time there were repeated efforts, some successful, to express organizationally certain methodological principles and philosophical values. COPED did succeed in mobilizing and bringing into collaboration a wide range of special skills.

The COPED staff tended to accept and attempted to operationalize that theory of organizational management which says that there are healthy alternatives to control from the top (McGregor). People will work responsibly for organizational objectives when they have relatively free choice in deciding what they want to work on, when organizational needs and personal needs are congruent, when they are treated as responsible persons with the power to influence decisions affecting them. One of the recurring challenges, never fully resolved but frequently worked on, was how to achieve a balance between discipline or direction and responsible freedom. The staff also started with common assumptions about the possibilities of orderly processes of planned change (Lippitt) and about the importance of problem solving through productive small groups where task and maintenance are integrated, where it is legitimate to express and use feelings (Bradford, Gibb, Benne).

## ISSUES AND DILEMMAS ENCOUNTERED

### 1. Autonomy of Each Center.

The decision to attempt one project rather than develop several regional projects, made it necessary to invent ways to keep the whole informed about activities of the parts, to use the resources of the whole in support of the sub-parts, and to cope with problems and issues stemming out of this attempt.

From the beginning there was a degree of tension around the dual commitment at each center to work under guide lines in order to assure comparability and to realize the special objectives and interests at each center. This issue provided stimuli for collaboration as well as for frustration. At issue were what restraints would integration place on regional interests? How far would the demand for comparability restrict freedom in selecting school systems as collaborators? How would decisions get made and by whom? Decision-making processes had not been clearly established prior to the project and there were no clear guidelines on criteria for influence and reward. COPED staff at the beginning tended to place themselves at different points on a continuum ranging from firm commitment to a tight design at the cost of autonomy to a complete acceptance of diversity with a general commitment to a sharing of learnings about different pathways to common goals. At the beginning there was probably more autonomy than acceptance of control.

In time the demands of the research itself together with frustration over lack of firm direction tended to build in greater acceptance of control. Various structural efforts to cope with this issue are described later.

2. Power

The issue of power reared its head in several contexts. COPED was initiated by the NTL Core Committee who continued to be active in the project but to a degree as "elder statesmen." When the Executive Committee was created the Centers were represented largely by younger and newer staff. (They came to be referred to as "alternate heavies.") Were they independent or mouthpieces for the senior group? Power was also a reality to be dealt with in the school systems. Indeed one basic strategy involved initial legitimation at the top. It was also an issue within Center teams. For example, one team selected power as a variable which they were interested in measuring in schools. One of their contributions was a clear explanation of the dynamics involved in the hierarchical power relationships within a school system. In a group interview with the team at one of the national conferences, it was noted that the team itself seemed to have some problems around the power issue. (It is significant that COPED by this time had reached a point of being able to counsel with this team and to help them see the issue more clearly.)

3. Team Building

Maintaining the consortium made team building a necessary concern. Some staff members had worked together over the years but the total group met for the first time as COPED staff. Uncertainty and delays about funding made it difficult to create and maintain a full staff and to build teamwork.

4. Staff Continuity

While there has been considerable continuity both at the "elder statesman" and the "alternate heavies" levels there has also been considerable shifting of personnel. This posed at each national conference the necessity for assimilating new members, building the group anew, bridging communications differences, and for continual reintegration.

5. Collaboration with School Systems

The initial COPED proposal called for a three-year project starting with an assessment of "the state of the art" of planned change in education but moving quickly to collaborative work with school systems. The initial contract, however, was for a one-year inter-university conceptualization program. The fact that funds did not enable us to enter into any firm commitments with school systems delayed the real involvement of school persons who should have been involved from the beginning. The support system as well as the initial design, in other words, encouraged the all too common tendency to plan for school systems rather than with them. In COPED the commitment to early involvement was strong enough that the Centers initiated relationships with school systems during the first year but with the calculated risk that the project might not be continued. It seems probably that a different initiation might have laid a firmer foundation for creating university-school system collaboration. As it was, the systems were sufficiently involved by the spring of 1967 that they joined with one another in submitting a joint proposal for continuing funds under Title III with continuing support for university services and for the consortium. In view of the competition with other projects and the time required for writing proposals and getting approval by Board, etc., this is in fact an indication of involvement.

6. Integration of conceptual work with other tasks.

One thread running through COPED has been a commitment to conceptual work and the necessity to defend this commitment against various organizational demands. The mutual stimulation at the conceptual level and at the level of collaboration around such tasks as research designs, instrumentation, documentation, training, funding has been defined as one of the rewards justifying the time and energy required to maintain COPED.

7. Communication

With limited budget the issue has been how could enough communications be maintained among the Centers to keep a joint effort moving in the same direction and to engage sufficiently in continuous reappraisal of goals that congruence or its lack could be determined. Similar problems appeared within teams and came to be legitimate concerns across Centers. Also of concern has been communication between the COPED staff teams and the school systems.

## ACTIONS TAKEN TO MANAGE ISSUES

### National Staff Seminars and Work Conferences

Quarterly all-COPED staff seminars and work conferences were the setting where most of the above issues were confronted. It was agreed that these meetings should be held at different regional Centers both to divide the labor and to provide opportunity for a larger number of persons at each Center to attend at least one such meeting a year. A pattern emerged that any national meeting should strike a balance between necessary work on organizational problems and equally necessary (but always in jeopardy) conceptualization and joint exploration of goals and methods.

A number of program ideas were developed:

1. At Bethel and at Tarrytown staff members gave ten-minute abstracts of papers prepared for the conference and discussants gave brief

reactions to initiate general discussion of the issues raised. The authors then revised their papers which were later published by NTL for COPED.

2. Also at Tarrytown each regional team described its theoretical base and sketched out the kinds of training events it proposed to conduct.

3. The legitimation of work on process also began at the early seminars. At Tarrytown the development of inter-team competitiveness was noted. This precipitated an exploration of how to increase effectiveness by using special competencies without allowing differences to become divisive. It was felt that facing the issue helped set the norm of working on potentially disruptive issues in the formative stages.

   As an alternative to evaluation-competition, each team presented its thinking and asked for challenge and/or support. This served the dual purpose of making each team's thinking and resources known and of providing a forum for testing and improving theory and procedures. Commitment to the norm of using diversity seems natural enough but its effective implementation has depended continually on the consortium's ability to look at the relevant interpersonal issues inherent in such a process. At Tarrytown interpersonal issues were considered in their relationship to program goals; i.e., further development of a theoretical framework, establishment of a management procedure, and the initiation of a research procedure, rather than being ignored or made an end in themselves. Relevant interpersonal and inter-team issues such as autonomy, trust, power, and influence were identified and, to the extent possible, "worked" as they facilitated or inhibited the accomplishment of the consortium's objectives. While the objective of integrating task and maintenance work has not been fully achieved, there was a progressive development toward this goal through the early seminars and it has been a continuing concern.

4. The continual reappraisal of goals was also of particular importance during the early seminars. A Goals Task Force at Greyston led by Paul Buchanan was asked to listen for agreements and disagreements and to use these as a basis for redefining COPED goals. The group identified 26 issues from the first morning's discussion. These became the agenda for cross-center subgroups. Each subgroup was asked to identify goals common to all Centers and those which would more appropriately be allocated to a single Center.

5. Skill in giving and receiving help is a COPED concern--both in training school system change agents and in the operation of the consortium. To illustrate, the task forces on occasion found themselves in difficulties. Conflict could not be resolved satisfactorily and diagnostic discussion turned into tense debates over relatively minor points. In one instance the committee halted work on the substantive task and called in one of the other staff

members as consultant on its own processes of working. During an intense session, it became clear to the members that the issue impeding work was uncertainty over their perceived competence in the consortium. The members represented a range of age and experience but they were relatively new to COPED. Competition for status was draining away energies. The situation was not uncommon. The important thing here was that the staff could step back from the immediate task and focus skills and energies on their own needs for maintenance.

6. An interviewing panel was used effectively at the Boston Conference as a way to help each Center share its current experience. In the process another effective way to give and receive help was developed. It became apparent that the problems the teams were describing in their work with school systems were reflected in the problems they were revealing as a team: e.g., failure to give adequate information to persons who needed to be involved in decisions, failure to face issues of power and control, failure to face up to value differences. This experience precipitated a useful discussion of the importance of consistency between the way the team operates and the way it attempts to help the client operate. The variety of roles the interviewing panel played demonstrated the potential COPED represents for giving needed help. In some instances the panel probed and confronted; in others, helped and supported; in others, clarified. One outcome was continuing work on team process problems between sessions and the decision in at least two cases to ask for continuing help from a panel member.

7. Still another example of process work at a national conference was the use of a "micro lab" at the Chicago Conference to help integrate new members. The conference started with a wide range of interest and with some members apparently uninvolved. A post-meeting reaction sheet supported this observation. A one-hour micro lab was suggested by William Schutz. This was an intensive compression into three ten-minute cycles of a sensitivity training group focused on here-and-now behavior, feelings, and perceptions. This was seen as helpful and some members recommended its use to begin future conferences to speed the process of establishing or re-establishing relationships.

8. An exploration of value issues in COPED was scheduled for the Boston Conference. This began as a dialogue between Kenneth Benne and Ronald Lippitt. This started with the general issue of the ethics and responsibilities inherent in a situation where some persons are attempting to influence others. This led to a discussion of manipulation and implications for freedom and constraint and of openness and training as potential safeguards against manipulatory abuses. Discussion of issues of influence and control became real when the suggestion was made that a micro-lab be substituted for the intended consideration of regional hypotheses and objectives as to their value implications. The micro-lab was not held but there was agreement that in the process of reaching this decision useful work was done on process, on influence, on minority-majority rights, and on

clarification of COPED values. There were differences as to whether a micro-lab was useful at the particular moment. There was no disagreement that process work should be done when the need for it appears. The micro-lab issue demonstrated the capacity of the COPED staff to move from substantive to process concerns and hopefully to integrate the two.

## COMMUNICATIONS

COPED could be defined as an attempt to build a communications network to facilitate common tasks--first by sharing and contributing to knowledge about change processes; second to support change efforts aimed at developing within schools attitudes, norms, skills, structures directed toward self-renewal; third to develop and stimulate dialogue about different models for supporting change efforts; and fourth to disseminate results of COPED work. COPED attempted to use a number of devices to facilitate communication and coordination since frequent meetings could not be held because of distance and cost. For example, the Executive Committee "met" from time to time in hour-long telephone conference calls. These were useful in responding to various crises. They were most effective when planned ahead with suggested agenda built and distributed in advance. Some of the Centers acquired conference call amplifiers so that in effect entire committees or teams could be linked in conference calls. This device spread to the Research Council and various task forces and in some cases were used to link the school teams in a geographic center with the university staff team.

Inter-team visitation was another communications device though this was not used as regularly as would have been useful. On occasion, however, members from other teams took part in training activities scheduled in one Center. This opportunity to contribute to and to learn from one another meant that COPED provided direct channels for mutual help and stimulation. Visiting staff played several roles--trainer, observer, consultant.

## THE EXECUTIVE COMMITTEE

A major goal at the first staff conference at Bethel was to begin the task of conceptualizing as the base for planning a program of action research. A secondary goal was to begin to create a working organization. This goal did not have complete reality since funds were still not assured. However, an Executive Committee was tentatively named along with suggested task forces on publications and on a national conference. For the Tarrytown Conference the New York COPED staff team and the coordinator planned the program. It was during the conference that the need for a stronger administrative-steering body to take overall responsibility for coordination was defined. The vacuum, not unlike the leadership vacuum at the start of unstructured training groups, precipitated a discussion of various organizational issues. On the one hand was a clear need for direction and leadership; on the other was a strong desire for autonomy. There was also a commitment to openness. These issues were worked by having the Executive Committee hold what was, in a sense, its first executive session "in the round" --i.e., in an inner circle with the total staff group observing the action from an outer circle and with a general evaluation session at the end. This pattern was to be used at subsequent sessions and when the Research Council came into being it too held its first session "in the round" with the total staff a witness to and, in part, consultants to the process of developing guidelines and work patterns.

The Executive Committee acknowledged issues about control and power at the open session and time was allowed for each Center team to caucus both as to composition of a permanent Executive Committee and as to Committee purposes, responsibilities, and authority. The groups recommended that each team nominate one member and one alternate and that the nominations be approved by the entire consortium. The resulting nominations and approval procedure left the composition of the Committee unchanged but satisfaction with it increased. The Committee was more fully legitimated as a body representing and empowered to act for COPED. The Committee defined its functions in a series of guidelines approved by the total staff as follows:

## EXECUTIVE COMMITTEE FUNCTIONS

1. In overall planning:
   a. To clarify issues requiring decision and action.
   b. To set agendas for plenary sessions.
2. In implementation:
   a. To create structures to get policy dealt with by entire group (policy being defined as covering common operating procedures, contractual agreements and membership in the project).
   b. To enter into binding agreements within project policy.
   c. To be responsible for quality control.
   d. To assume legal responsibility for the project.
   e. To have responsibility for making policy decisions in what the committee may judge to be crisis situations.
   f. To define other functions that may need approval by the entire staff group.

## EVOLUTION OF THE RESEARCH COUNCIL

The Research Council has been the second key structure for getting work done. It evolved through a series of steps. An immediate task was to generate cross-regional hypotheses and to devise instruments to gather data. A Measurement Committee chaired by Matthew Miles was formed of those seen as most competent and interested in research from the several teams. Later as the instrument development task was completed, the Measurement Committee became a Continuous Assessment Committee with a Historian or Documentation Committee also named to develop guidelines for and to help coordinate local efforts to collect naturalistic data about change processes in the school systems.

As a Continuous Assessment function a two-man visitation team (Robert Luke and Dale Lake) visited and interviewed each team about their research plans and movement toward the establishment of cross-regional hypotheses. It was important to know the research interests and capabilities of each center and the degree to which each center would be willing to test common hypotheses. This circuit riding revealed the tension between responsibility to do work for the whole and the desire to follow through on interests of more central concern to the local region. The interviews also pointed up some similarities--for example, common commitment to training change agent teams for self-renewal. Each region was attempting to train educational practitioners to become their own diagnosticians, consultants, innovators, and evaluators. The interviewers were struck by the range of special skills among the centers; e.g., skills in identifying resources and making the best use of internal system resources, skills in generating data from within the system and feeding these back as they relate to an internally initiated change effort, training skills on problem analysis, and skills for building more effective teamwork and clearer channels of communication through the medium of sensitivity training. This was clearly the unique strength of the COPED consortium; the regions had differential competencies that all could draw on.

At the same time COPED was conceived as a systematic exploration of change models. This implied a deliberate attempt to use differential training methods in different types of school systems and the need to select different systems using the criteria of size, type (rural-urban-suburban), and past history of change. The hope was that we would arrive at generalizations about the consequences of given interventions under given situations. It was thus important to arrive at a common core of hypotheses, to improve the core package of instruments, and to build in the historian function to describe situational variables.

From the conversations with each region, it became evident that some were more committed to research than others and that some had specific research interests which they wanted to explore, but which were not always centrally related to the core hypotheses. The research issue served as the crystalizing agent around the autonomy issue since the development and testing of common hypotheses was in large part the reason why COPED was funded and the reason why the staff was interested. The resolution of this issue sheds additional light on the emergent-synthesis quality of the consortium's decision-making processes.

The working of this issue became a central concern during the Ann Arbor national seminar in May 1966. The data collected from the interviews were used by the Executive Committee in planning the meeting since the autonomy issue affected all of COPED and was seen as critical. The Executive Committee did not see itself as umpire, deciding which center could do which kind of research, but rather as responsible for developing a process whereby the issue could be explored. The Committee broke the issue into several parts, consideration of the core package, research designs (what kind and how much data should or should not be fed back to systems), the use of control measures, administrative procedures. The Committee then allowed time to explore each of these sub-issues in general session. Task forces were then formed on a volunteer basis to work each issue separately at Ann Arbor with responsibility for an action decision by September. The COPED documentarian noted after the Ann Arbor conference:

> "It appeared that participants feel a greater degree of comfort in living with the dualism which is becoming incorporated into the workings of the national organization. On the one hand, confrontation on various issues affords each center the opportunity for critical testing of its own ideas. On the other hand, there seems to be agreement that nurturance of individual team strategies and the development of cross-regional comparability mutually reinforce one another. For, as each team becomes clearer and more articulate about its plans, every other team has a sharper understanding of its plans. The result is more precise identification of areas of comparability and differences. While we did not really decide on a national research design, we did make strides toward the identification of the real issues on which a realistic decision can be made."

By the Chicago conference in November 1966 it had become commonly accepted that a stronger research arm was needed. The development of the core package was exploratory, given the innovative nature of the program and its scope, rather than being guided by well-formulated hypotheses. The next stage of the research effort, therefore, called for an internal analysis of the core package results to generate identifiable variables and hypotheses. There was also a clearer awareness of the desirability of coordinating the work of the Instrument Committee with that of the Historians. Indeed the potential for integrating instrumental and more naturalistic data in a comprehensive assessment program has emerged as one of the important aspects of COPED. The Executive Committee had selected William Schutz to serve as research coordinator and the Council was formed to work with him at Chicago.

Dr. Schutz asked each team to select one member who was knowledgeable "not just interested" in research. Two members at large were added--Luke from the historian committee and Miles as a senior advisor. The first meeting of the Council was held "in the round," as was the case with the Executive Committee, to begin to formulate its goals and purposes. One immediate issue was the relationship between the Research Council and the Executive Committee--should the Council make research decisions or should the Executive Committee be involved and be able to influence its decisions. The Research Council felt that technical competence should determine research decisions and saw this stance as within COPED's emerging philosophy of competence-based power. Others saw research decisions as crucially affecting program, center autonomy, etc., and therefore a part of the Executive Committee's overall program responsibility. There was also the issue of maintaining the continuing interest and commitment of each center in the work of the Council in view of the fact that not all centers had the same research interests. The researchers gave priority to systematic disciplined efforts to learn. The more action, service-oriented members were fearful that in the interests of a tight research design what could be learned might be limited to trivia. It was finally agreed by the entire staff that the Research Council would attempt to create as rigorous a research design as the diffuse nature and the breadth of the goals permitted and would have a free hand in all technical issues and responsibility for the substantive integration of the research project, while the Executive Committee had ultimate project responsibility and, therefore, ultimate authority. The Research Council could be "impeached" but it would have professional responsibility. As for the inter-team issue, it was felt that since each team had a representative on the Council there would be opportunities for mutual influence and, therefore, little likelihood that one center would strongly disagree with a decision of the Council.

## TASK FORCES

Much of the work of the consortium has been done by cross-center task forces in the areas of research, publications, training, coordination, proposal development, and report writing. Insofar as was possible, each center was represented on each cross-center task force. The personal link and opportunity for mutual influence between task forces which made decisions and regional teams who had responsibilities for implementing them seemed crucial. Functional committees staffed by people representing all regions and chosen on the basis of interest and competence was seen as an effective mechanism for safeguarding quality and maintaining individual interest and commitment. The two-way dialogue between decision makers and implementers has been of key importance.

Work by task forces illustrates the COPED norms around personal power, influence, and reward. Under another model, the Executive Committee would have assumed decision-making responsibility and assigned implementation responsibilities to those most interested and competent. Undoubtedly this model might have been more efficient at times. It would not, however, have allowed opportunities for reciprocal influence and, at least at the beginning, central control would probably have been resisted. As it was, people worked on tasks which interested them and over which they had influence which heightened their commitment. Where a task called for a pooling of resources of all centers, as in the development of a core package of research instruments, each center felt central to the task and responsible for implementing decisions made by the group. Communication between centers was face-to-face between representatives, with opportunities for clarification, exploration of alternative action, and confrontation. Actually, the centers did become more ready to accept some degree of control in part, at least, because of a commonly acknowledged need and readiness for some control.

## STAFF DEVELOPMENT

Status and reward and job assignments in COPED have been based on demonstrated competence, interest, and availability rather than on reputation prior to COPED. An important side effect of this was the emergence of a high quality in-service staff development program. For the senior consortium members (the initiators) COPED provided frequent opportunities for collaboration around matters of long concern. For the Tarrytown conference, for instance, five of the leading figures in laboratory education prepared conceptual papers for discussion. All five found the experience stimulating and rewarding. The other papers were authored by recent Ph.D.'s or advanced graduate students alone or in collaboration with a senior writer. For most of the younger group, Tarrytown was a first opportunity to test their wings in a non-student role with senior colleagues. Throughout the first year of COPED, members of this group took on a more and more active role in shaping and implementing the work of the consortium. They served as their center's representative on the Executive Committee, made major contributions to the core package of research instruments, chaired several task forces, and took on major responsibilities for writing continuation proposals.

The Education Intern Program, funded by the Research-Training Branch of the United States Office of Education's Research Bureau and by the Fund for the Advancement of Education of the Ford Foundation and conducted by NTL at Bethel, Maine, in the summer of 1966 with the help of COPED staff, produced yet a "third generation" of COPED. Members of this program were young professors of education and graduate students in the social sciences who took on significant responsibilities for training, research, and administration at each of the centers. Their continuing involvement with the consortium gave them an extended practicum in collaboration and applied social science which not only reinforced and supported their Bethel learnings but made them increasingly valuable to COPED. Perhaps the most satisfying aspect of COPED has been this capacity to become self-renewing. In this respect COPED did succeed in achieving for itself the objectives it was trying to help school systems achieve.

## DISSEMINATION

The Publications Task Force published the first two volumes of what may become an ongoing series - Concepts of Social Change and Change in School Systems. There is now discussion of a third volume presenting the hypotheses, strategies for testing these, and case studies of work in school systems. When it is further refined, the core package of instruments to assess change should be a useful tool for a wide variety of educational change programs.

In addition to these published products, COPED has during its two years presented its approaches and experiences in such occasions as the American Educational Research Association conference, the Orthopsychiatric Society, the American Association of School Administrators, the American Psychological Association, and various regional educational and behavioral science meetings. There has been considerable discussion with such groups as the Regional Laboratories of the United States Office of Education. COPED has been discussed also in training programs conducted by the National Training Laboratories. The Ontario Institute for Studies in Education arranged for a COPED staff team to conduct a seminar for Institute and Department of Education staff members.

Perhaps more significant has been the spread of COPED experience through "spin offs" in the form of projects generated by COPED staff in other systems. Brevard County, Florida schools for example, has become a full fledged member of COPED with support under Title III for the next three years. Dale Lake, first of the New York team and now of the Boston team, has been consultant to the system. Robert Chasnoff of the New York team through a contract between the South Brunswick, New Jersey schools and NTL has disseminated COPED concepts and approaches. The Michigan COPED team is working in similar ways in Bloomfield Hills.

## THE SWORD OF DAMOCLES

This chapter could not be concluded without a word about the frustration generated by consistent uncertainty about funding. While individuals assigned to work with us at the United States Office of Education have been helpful, sympathetic, and concerned, we have had to devote a considerable part of our energies to contingency planning, uncertainties about staffing, and writing and defending proposals. At times our alternatives have been to dismiss qualified, enthusiastic staff who are badly needed for the program, ask them to risk not being paid or not being re-employed (in November!), or ask the university or school system to risk not being reimbursed for the months preceding approval or renewal of contract. The last is generally impossible under institutional policy though in at least one instance the university has used overhead payments to cover ongoing staff costs. We have tended to allow the individual to risk unemployment. In other instances staff members whose special resources were badly needed have been forced to take other assignments and then to crowd into their schedule some essential help to COPED.

We do not make this complaint without awareness of the complexity of federal funding. Certainly the problems are generated by forces outside the control of the USOE staff. We register these reactions because of a genuine concern that the system providing financial support does create frustration and does at times foster mediocrity of staff. Planned change in education at any significant level is, under the best of circumstances, beset with difficulties. It is unfortunate that the support system compounds the problems. One of the costly problems has been the necessity to seek funds each year. A yearly review against defined and agreed upon standards is obviously desirable. Year to year survival is wasteful of potential improvement resources. Delay in approvals has also created difficulties.

## SOME CONCLUDING OBSERVATIONS

Have gains justified the costs of creating a consortium? One way to answer is to review the forces that have kept COPED together and those that have threatened it. The consortium has been encouraged by a common sense of need, some common values about participation and growth, some shared assumptions about the potential for university-school system collaboration, the mutual stimulation and challenge of working across regional lines and sharing diverse resources, and some shared commitment to action research as "a way of life." Forces that have had to be overcome have included concern that autonomy would be lost, that the cost in time and money would be too great, that watered down compromise would result when difficult issues arose. If funding had not been so continuing a source of uncertainty and anxiety, the practical values would clearly, we believe, outweigh the costs. The measurement packet, for example, was produced by pooling a wide range of knowledge, competence, experience, approaches not available on any one campus. The joint intern program has also demonstrated that collaboration could achieve a program not otherwise possible. The conceptual work, while it was threatened by organizational tasks, was exhilarating and stimulating. The potential for innovative approaches to cross center communication and coordination was demonstrated if not fully realized. Certainly the potential of the consortium as a mechanism for staff development and for quickly moving junior staff into colleagueship was realized.

The fact that COPED has survived and accomplished at least some of its major objectives thus far is a tribute to the stamina and commitment of the staff, to the vitality and appeal of the program and its objectives, and to the inherent soundness of the concept of federal support of efforts to improve education. The staff members could have been involved in many of the same activities that COPED has generated by staying within their own centers and foregoing the costs of attempting to collaborate across distance and differences of approach. COPED excited and challenged interests and people have stuck with it past the call of duty. The incentive has been a more creative and a richer response to educational change needs than any could have achieved alone.

Ultimately, the value of COPED will lie in how much we will have learned and disseminated about how educational change is brought about. Full answers to this cannot be made until the third year is completed. We are now awaiting confirmation of funds for this year.

December 1967

# CHAPTER III

## Procedures for Studying Change in School Systems

by

Dale G. Lake

In developing COPED as a large scale research and action enterprise, the research staff was faced with a number of alternatives.

1. It could have made the design extremely tight, complex and involved and then devoted its major energy to the implementation of the design. As a staff, we were aware that we neither had the research resources nor the disposition to mount such a design. A good portion of our staff was as much interested in helping schools plan change as they were in understanding how it is that change occurs in schools.

2. Another alternative was to sub-divide into an interdisciplinary fractionated program with facet experiments within the larger programatic goals. This proved not to be feasible because of the staff's desire to collaboratively develop the project across universities and with the target school systems. In addition, there existed among the staff real doubt as to how much could be learned with a series of separate experiments.

3. The approach finally adopted used a straightforward modification of a classical pre-post time series design with programatic variations called strategies.

   All of the strategies had certain common elements: (1) goal setting and action planning was done collaboratively between iniversity and school system personnel; (2) special training was provided for key school system personnel in systematic problem solving; (3) no direct work with children was undertaken, the assumption being that improvement in the adult role occupants would improve classroom functioning; (4) efforts were planned such that the gradual withdrawal of university skills would be replaced by newly developed skills of school system personnel.

Differences across the COPED centers were: (1) Michigan focused upon work with teachers and principals with intentions to build change agents who could provide links between university knowledge resources and school system practice; (2) New York did initial work with superintendents and immediate subordinates using systematic problem solving and systematic data feedback with spread of emphasis reaching toward principals and teachers; (3) Boston initiated simultaneous engagement with a sample of all adults in the school system with action centered on system diagnosis which was followed by skill training in areas identified; (4) Chicago created a system wide planning committee whose task it was to manage systematic change plans.

The difficulty, shared by most large-scale research, is that our strategies or treatment levels remained broad, diffuse and eclectic. Instead of keeping each center's strategy separate ( which would have been desirable from a research point of view) much sharing occurred which was desirable from an action point of view.

## RESEARCH METHODS

### Purpose of this Section

COPED as originally conceived was to be a four-year project with the first year being spent on the development of concepts for understanding change in school systems; the two following years were to include active intervention into the change processes of schools accompanied by the development of a measurement system designed to discover the empirical relationships between systematic change processes and the properties of persons, their work structures, and the larger environments of school systems. All of this was to be followed by a year's evaluation and dissemination of the developed change strategies.

Since the COPED project was discontinued by the U.S. Office of Education at the end of year two, the contributions of COPED research efforts are limited to:

- clarifying issues involved in doing large-scale research on change processes in schools;
- developing improved methods for studying change processes;
- identifying important process variables related to change projects in schools;

- creating designs and instruments for evaluating change efforts of schools;

- creating a data bank which if subsequently funded will lead to studies of the correlate of innovativeness, executive professional leadership, type of influence, etc. Systematic variations in these correlations due to type of school system, type of building and type of faculty will be parcelled out.

## Philosophy of Science

Scientific investigation may be divided usefully into two broad areas, following two different sets of rules and requiring different investigator skills. The first area, called by Reichenbach (1938) the context of discovery, consists of those steps leading up to the formulation of a testable hypothesis. Central tasks required of the investigator are: sensitivity to problems, making relevant observations, noting connections and associations between apparently disparate events, and being creative in guessing at causal relations among events. Instances of these characteristics in the educational sphere include noticing such things as: some children do not work up to their potential; some children function better with one teacher than with another; classroom discipline improves markedly when a particular boy is absent; teachers in the Parker building seem to take more after school time for curriculum development than do those in the Morgan building; and the students in Miss Markley's class seem to participate more than do the same students in Mr. Hanna's class.

The keynote in the context of discovery is the value placed on the freedom to explore, no matter how apparently illogical, silly, or irrelevant the question may seem. This context is closely related to inductive reasoning; that is, reasoning in which one makes inferences about general principles from observing a number of specific events.

Inquiry takes a different form once a hypothesis is suggested. The problem now becomes on of determining the truth or falsity of the hypothesis. This second area of scientific inquiry, the context of evaluation, requires the precision of statistical methods. It stresses the importance of rigor, clarity, and systematic thinking. Evaluation of the results contained in the present COPED data must await subsequent funding.

## The Search for Change Variables

The attempt to seek out and define those variables which are centrally related to change began many years before COPED was created. In New York, a file had been maintained by Miles' Assessment of Social Functioning Project which contained over three thousand abstracts of research related to change and which described over four hundred paper and pencil instruments used to measure variables related to properties of persons, groups, and organizations. Similarly, members of the Michigan and Boston teams had just completed a series of studies related to diagnosing classroom behavior.

At the first national conference of COPED, a measurement committee was created whose responsibility it was to design the research, identify and/or create appropriate instruments and maintain research standards.

Baker (1967)[1] has noted, "Strange as it may seem, one of the most difficult tasks associated with large-scale research projects is that of defining the problem." The reason for this difficulty is well described by Baker:

> "Part of the difficulty in problem definition stems from a somewhat unclearly drawn boundary between scientific research and the implementation of educational change. The educational researcher who considers himself a basic research worker is interested in studying problems with a view toward understanding the principles, the processes, and the dynamics of a problem area. The understanding gained eventually results in a better theoretical framework for the problem area, from which one secures better conceptualization for research in that area. The educational researcher who implements educational change is concerned with what can be done to alleviate a social ill or correct a deficiency in the education system as rapidly as possible. To him the problem, though not defined with great precision, is an obvious one and readily identifiable." (p. 212)

For COPED, this problem described by Baker was compounded by having both types of educational researchers on the staff. Obviously without a readily definable problem, hypotheses could not be formulated. So the first problem the committee faced was that of developing an instrument package before hypotheses had been formulated and before the regional change strategies had been fully developed. After examination of the possibilities the committee decided to create a "net" of variables related to the following levels of organization: (1) community-society (including socio-economic status); (2) school board; (3) administration-staff; (4) direct workers (teachers, counselors, etc.); (5) peers (classroom group); and (6) learners and learning. Search assignments were amde across the various centers. Two months later, by January, the range of variables had been identified as Work Sheets 1 indicates.

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[1] p. 211. Baker, Frank. "Experimental Design Considerations Associated with Large-Scale Research Projects" in Improving Experimental Designs and Statistical Analysis ed. Julian Stanley. Chicago: Rank McNally & Co. 1967.

With the "net" of variables beginning to take shape, the committee on measurement turned its attention to design, sampling and instrument administration. The following guidelines were developed and adhered to

## Research Design

The core package was to be administered twice during the academic year 1966-67. It was intended that as COPED continued a third administration would be given in the spring of 1968, in order to assess shifts which resulted from COPED interventions. Experience in the academic year 1966-67 had made it clear that the time between the first administration, October, and the second, April, was too short to expect significant shifts on the process variables being measured.

All the regional centers but Chicago were able to obtain control school systems in which no change interventions directed by the COPED staff occurred. (See Table 1) The control systems agreed to instrument administration with the promise that the data would be fed back after eighteen months. An attempt was made to obtain control systems in each center which were comparable to at least one of the systems being intervened in. Identification and procurement of control systems created a number of interesting research problems. What does the word control really mean when applied to school systems? Obviously, it does not have the preciseness of a control group used in a laboratory study. But the whole problem led the committee to search for ways of comparing school systems.

## System Characteristics

(Insert Table 1)

Although the Measurement Committee agreed that for the purpose of comparison it would be best to have a fairly large number of specific indicators, the practical problem of getting a school system to commit themselves to this project dictated that we be willing to use such gross indicators as metropolitan, urban, suburban and rural. However, the problem of comparison was not dropped with the selection of school systems. With the help of the Metropolitan School Study Council, much more detailed indicators were devised. The following information was collected from all involved school systems:

### I. School Expenditures:

Total budgeted for all purposes except (1) from bond proceeds, and (2) for junior colleges.

Transportation
Maintenance
Rentals paid
Capital outlay
Debt services
Tuition payments
Non - K-12 items (i.e., community services, adult education, other)

## TABLE 1

### COPED Centers and School Systems

1. Ann Arbor
2. Boston
3. Chicago
4. New York
5. Madison
6. Florida

**School systems in each area -- identical codes for all adult decks.**

**Ann Arbor**

1. Jackson
2. Brooklyn
3. Livonia
4. Detroit
5. Port Huron

**New York**

1. Trenton (New Jersey)
2. Wilton (Connecticut)
3. Hewlett-Woodmere (Long Island, New York)

**Boston**

1. Manchester
2. Norton
3. Scituate
4. Needham
5. Brookline
6. Quincy
7. Lexington

**Madison**

1. Sheboygan
2. West Bend
3. Wisconsin Hights
4. Janesville
5. Monroe
6. Oconomowoc
7. Spring Green

**Chicago**

1. Skokie (Illinois)

**Florida**

1. Brevard Co.

Reimbursed expenditures:

Any amount for athletics, cafeteria, instructional supplies, summer school, for which some reimbursement is obtained.

## II. Local School Revenue and Source

Total Revenue from all sources (including property taxes and other local sales taxes).

Tuition received from other districts, agencies, etc.

Total amount of revenue received from state sources broken down by general aid, transportation, school building, etc.

Total amount of revenue from federal sources broken down by N.D.E.A., vocational aid, area aid, elementary-secondary education act, other.

Other revenue from previous years, interest, rental fees, gifts, foundation grants, etc.

## III. Professional Staff - Number and Salaries

Instruction: classroom teachers, principals, counselors, librarians, assistant principals, subject supervisors, directors of instruction, curriculum coordinators, etc.

Administration: superintendent, assistant superintendents, business manager, etc.

Others: nurses, physicians, etc.

Total contribution of district for retirement, social security, hospitalization, and pensions for all personnel.

Annual salary: the annual salary for a regularly certified teacher with nine or more years of experience and with five years of preparation.

## IV. Number of Pupils

The number of pupils in either average daily attendance or average daily membership.

Attendance broken down by elementary, half-day, full day, and secondary. Each category also broken down by resident, non-resident and resident out-attending pupils.

V. Property Tax Base

Total assessed valuation of all real property in your school district taxable for school purposes.

Total true valuation of all property.

Total municipal tax rate.

In addition to information collected at the systems level, each instrument package contained a biographical form which yielded information about the person and the school building.

With the complete bank of information collected on each system and school building, if the project had been continued, it would have been possible to explore hypotheses of the type:

> Given a particular school setting of the type (C) which received interventions of type (A), it can be expected that events (B), (D), and (E) will result.

Even without complete continuation of the project, if one more year is funded as has been requested, we will be able to carry out many correlational studies between system characteristics and the data in the instrument package on "process" variables, and measures of change and innovation. We will also have reliable measures which will be sensitive to changes in curriculum and practice.

## Purpose of Data

The research and training staffs within COPED were split as to how the data from the instruments were to be used. The training staff wanted to use the data by feeding them back to school system people in their training programs. The research staff objected to this use of the data as it would contaminate them for use as criteria against which the effectiveness of the change efforts might be evaluated. (This is the problem of reactivity discussed by Campbell and Stanley, 1966.) The whole problem of contamination and reactivity of the data was thoroughly discussed in the Ann Arbor national conference held in the spring of 1966. The outcome of the Ann Arbor conference was to design the following feedback policy. Each center maintained a feedback log for each system that kept track of the specific item or items fed back and who it/they were fed back to, and whether any of the data fed back were acted upon. Also, care was taken to feedback index and total scores whenever possible rather than single items. If it were necessary to feed back items or indices, the staff tried to keep alternative items or indices measuring the same variables which were not fed back. This represented a substantial improvement over nearly all previous studies involving data feedback as Miles et al (1966) have pointed out.[2]

## Sampling

The total number of elementary classrooms sampled in the first testing in each school system ordinarily included 1 or 2 classrooms per building in which there was a fifth grade. In large systems, a randomizing scheme was developed to sample buildings. Fifth grades were selected because they were old enough to do the instruments, but the kids were not at the "senior year" of each building. All the children in the sampled classrooms filled out the instruments.

It was hoped that the number of classrooms sampled could be expanded in the spring testing, but this proved not to be fully feasible with the funds available. New York and Boston were able to expand. The expanded sample was designed to permit a check against sensitization to the instruments.

In the secondary schools the procedure was to randomly pick a time of day which was not the first or last period, nor lunch, nor gym class. The same number of eleventh grade classes were selected as there were the total of fifth grade classes sampled.

The spring data collection period followed the same teachers and the same classes previously tested. In those secondary schools in which classes changed to new teachers, both teachers and students were followed, which in some cases increased the sample size.

A special design was created for Part IV of the instrument package. Since Part IV was a reaction to "Today's Class", it could not meaningfully be given with the rest of the instruments. Centers were given options from the four conditions described in Figure 1.

(Insert Fig. 1)

A 30% sample of adults was taken in the first testing and expanded in the second. However, a 100% of the principals, department heads and central office personnel were requested to complete the instruments. In one large system employing over a thousand professionals the instruments were completed by the entire staff. This was done at school system initiative, and will permit some internal data analyses not possible with the 30% sample.

The adult package of instruments took about two hours to complete. Engaging the cooperation of adults to complete the package proved to be a difficult but not insurmountable task. The COPED research staff encouraged completion of the instruments during school hours. In most cases it was possible to set up a room in which adults in the sample could come and fill out the instruments.

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[2] Miles, M.B., Calder, P.H., Horstein, H.A., Data Feedback and Organizational Change in a School System. Paper read to ASA meeting, 1966.

From the very outset of the project, the staff began to receive requests to use the instruments by other school systems. These requests were denied except where it was possible for a COPED member who was knowledgeable about the instruments to provide close supervision. School system users also received known reliability and validity information on the instruments, and were warned that the reliability was not known for some of the tests. Use of the instruments for individual assessment was flatly discouraged.

By the beginning of the fall semester, 1966-67, the instrument package, design for administration of the instruments, and guidelines for using the instruments were complete. During the school year 1966-67 the instruments were administered in the fall and in the spring.

## Documentation

Another research problem arose late in the spring of 1966 and continued throughout the project. It was equally as difficult as the definition of important variables. The problem was to determine over time how the activities developed in the strategy statements and carried out by the training staff did, in fact, result in changes.

Documentation efforts consisted of at least one university person at each center working in collaboration with persons in each school system, collecting the following kinds of information. Procedures for collecting the data were not uniform.

1. Information regarding the state of the system at COPED's entry.
2. Nature and impact of COPED interventions.
3. Relations between the school system and its environment.

Methods for collecting this information included: post meeting reactions of meetings ( see Meeting Record Form, end of chapter ), intervention planning and execution reports ( see Intervention-Planning Report ), telephone conversation record forms ( see Individual Contact Card ), detached observer reports at each meeting, contact with school systems, newspaper clippings from daily local papers, periodic interviews of school system personnel, tape recordings of major off-site residential meetings, classification of board meeting agenda items. In a few cases, selected persons from school systems kept diaries, and carried out observation of faculty, curriculum, and administrative meetings. This information forms the basis of the center case studies. (See Chapter IV.)

Documentation proved to be an extremely difficult, time consuming activity. When the data have been collected thoroughly and systematically, the data reduction problem is enormous. For instance, in a report by Watson and Lake (see Appendix) of the initial activities with Old City, the authors had to analyze data from 50 hours of audio tapes, 125 observation reports, 10 interviews and 2 questionnaires. All this data was produced from only 25, two-hour meetings and one three-day meeting.

## Constructing Variables

With the description of intervention strategies well underway, plans for documentation begun, and the instrument package ready for administration, the Research Council (which had grown out of the original measurement committee) turned its attention to the development of hypotheses in the fall of 1966.

The core package of instruments had originally been assembled as a "net" of specific measures in which one or more COPED centers were particularly interested. The inclusion criterion was perceived centrally of the variable to the sort of change processes in which COPED was interested. This process led to a package which included 18 different sub-instruments for adults and 9 for children; 76 variables for adults and 24 for children; and a total of 21 IBM cards per adult subject and 5 for each student subject.

Before the full potential of this bank of data could be used, it seemed clear that a limited set of central variables should be nominally and operationally defined, drawing on measures taken across the battery of sub-instruments. The Research Council's work during the winter and spring of 1967 went primarily into this effort. Most energy was devoted to the "process" variables, rather than to criterion measures of system effectiveness. ("Process" variables were distinguished from "input" variables such as school system background characteristics, and COPED interventions on the one hand, and "output" variables, such various dimensions of school system effectiveness on the other.) These variables, their nominal definitions, and operational indicators for them follow.

## Self Renewal

Self renewal was the first process variable. A social system is self-renewing to the extent that it continually reappraises goals taking into consideration internal and external factors, evaluates its activities and acts upon its evaluation. A self renewing activity is any process initiated and continued by a social system for the purpose of strengthening, developing, enhancing or increasing its capacity to cope with its environment and achieve its goals.

### a. Explication of Terms

Reappraises = periodically bringing up for examination in terms of how well it helps to accomplish goals.

Internal factors = make up of the social system, physical plant, group membership and types of human resources available.

External factors = finances, community resources, demographic characteristics.

Evaluates = collects data and compares to desired outcomes.

Acts = given the results of reappraisal and evaluation the social system makes new decisions to maximize the effectiveness of efforts to achieve goals.

b. Measurement

Classification of agenda items: The ratio of time and decisions which are spent on strengthening, building, or developing the system to time spent on routine, repair or maintenance, or specific "stop-gap" changes.

Scores from the meetings instrument in the COPED core instrument package. For instance, it is a priorily expected that respondents would check as very typical behavior the following items:
- the group discusses and evaluates how decisions from previous meetings worked out;
- when a decision is made, it is clear who should carry it out;
- people feel very committed to carrying out solutions arrived at by the group.

It is also expected that the following will be seen as atypical:
- there is no follow-up of how decisions reached at earlier worked out in practice;
- there is a good deal of jumping from topic-to-topic -- it's often unclear where the group is on the agenda;
- the first solution proposed is often by the group.

Number of systematic attempts made to collect data regarding effectiveness of own functioning.

Time spent on goal clarification and development.

Number of decisions which recur over time suggesting little improvement in the capacity to deal with this class of decision.

## Problem Solving Adequacy

A social system solves problems adequately to the degree to which it uses skills of:

a. scanning and problem identification
b. diagnostic procedures using available information and gathering what else is needed
c. generating solutions by using all available resources
d. discussion of alternative solutions

e. decision-making
f. implementation
g. evaluation and recycling these skills
h. diffusion.

Explication of terms

Adequately = problem remains solved, does not recur and contributes to goal achievement.

Measurement

Observation of faculty, administrative, and board meetings.

Regular use of "Meetings" instrument in core package which was expressly constructed to measure the above dimensions (see Appendix).

Checking minutes of meetings for characteristic or recurring problems.

Listing of standard school problems and following the processes which they go through.

Examining examples of crisis behavior in meetings to see if any of the above processes are used.

## Influence

The process variable "influence" has been separated analytically into four component parts. The parts are: actual, perceived, desired, attempted. Actual influence is the degree to which an individual or social system can modify the attitudes and/or behavior of a second person or social system.

Perceived influence is the degree to which an individual or social system believes he can modify the attitudes and/or behavior of another person or social system. Also, influence may be investigated from the point of view of desired or attempted modification of attitudes or behavior.

## Measurements

In the core package of instruments the student must respond to seven items in terms of how he feels, how the class feels, and how the teacher feels.

In relation to the teacher, students are asked, "How much do you agree (response on a 5 point scale) with the statements, and how much does the teacher agree:

It is good to take part as much as possible in classroom discussions.

Asking the teacher for help is a good thing to do.

The teacher should really try to find out how the students feel."

It is intended that descrepancies between how much the respondent agrees and his perception of how much his teacher agrees will measure perceived influence. A measure of what is perceived to be important for students to be influencers with peers is contained in the core package question, "What does it take for a boy or girl to get to be important and looked up to by other students in this school?"

Adults are queried directly about influence in the core package questionnaire by asking them to rank such groups as the board, principals, superintendent, teachers, parents, etc., in terms of how much they actually influence the decisions that are made in the system and how much they should influence decisions which allow measure of perceived and desired influence.

Also a documentarian scheme not fully completed was being developed which would allow the researcher to trace certain key issues as they passed through various decision-making bodies such as the board, administrative councils, faculty meetings, and for students through the student council. It was expected that as a result of the intervention strategies, more decisions would be made at the organizational level in which the decisions would be implemented. Thus, students would make more decisions about their activities, teachers more about their activities, etc.

Routine reporting in the newspapers and through school system informants helped the staff to log activities related to power and influence regarding such matters as union and association activities.

## Learning Atmosphere

A promotive learning atmosphere was defined as existing to the degree to which children or adults (1) want to learn, (2) are aware of internal and external needs, (3) attempt to use internal and external resources, and (4) support others who want to learn.

## Measurement

Indicators for children on this variable come from the core package in which students are asked to indicate their level of agreement with statements, "It is good to take part as much as possible in classroom discussions. School work should be fun most of the time. It is good to help other students with school work except during tests. You should always work as hard as you can in this class."

Also for children, discrepancy scores were developed to measure perceived support for learning and amount desired. The student is asked how much does the teacher actually do and how much would he like the teacher to do, the following sorts of activities: "Make sure we do the work we should do. Explain what we are supposed to do. Knows the subject he is teaching." Other questions include: How hard are you working these days on learning what is being taught at school? How good is your school work compared to the work of others in this class? When you get grades on your class work, how often does your teacher tell you what you did wrong and what you did right?

Adults are asked, in the core package, to indicate what characteristics count most in getting ahead in this school system. Some of the possible responses are related to learning atmosphere, such as "Quality of work done. Imaginativeness, inventiveness, and creativity."

The core package also contains measures of perceived norm which are expected to support learning environments. The norms are: awareness, inquiry, objectivity, and individuality.

## Innovativeness

Innovativeness is defined in the COPED project as "the number and variety of new and /or untried behaviors attempted by teachers."

## Measurement

Thirty-six questions in the core package are devoted to this variable. One set of questions lists innovative practices such as independent study, language laboratory, nongraded classes, multi-graded classes, schools-within-a-school, PSSC physics, team teaching, teacher aides, lay readers, programmed instruction, work experience program, instructional television, flexible scheduling, modern math, foreign language in the elementary school, computer scheduling, curriculum council, i/t/a/,open enrollment, 8 mm sound film; each teacher and administrator is asked whether the practice is: (1) being used in this system, (2) does it affect you, (3) are you using it directly, and (4) should it be continued in the system.

From the above list the teacher is asked to indicate, for the practice this is most affected by, "To what extent are you consulted in the decision that was made to start using this practice? To what extent do you think there was a clear educational need or problem in the system which this practice would help to meet or resolve? How much has this practice been changed and modified during the time it has been tried out in this system? Do you think this practice is a good one?"

Another set of questions try to trace the development of a teacher's innovative idea to its implementation as a practice. The teacher is asked, "Have you, within the past year, had some idea for an innovation which you believe would improve the working of your school or school system? What educational need or problem is there in the system which you feel your idea would help to meet or resolve? To whom did you communicate you idea? Was your idea tried out in your school or the school system?"

In a final section on innovations, the core package attempts to study the teacher's own innovativeness. She is asked to describe a new practice which she is using and which she considers important. Next, she is asked whether the practice is original or whether she got it from a teacher in her school, her principal, magazine, journal, workshop, department head, supervisor, parent, or guidance person. She is also asked, to what extent is the practice being used by other teachers, how often in the past year she has told other teachers about the practice. Finally, she is asked, "To what extent do you feel you know what new practices other teachers are using to improve pupil learning?" "Looking at yourself as a teacher, how much time and energy do you put in on classroom innovations?" "During the past year, about how many classroom innovations would you say you tried out?"

## Communication Adequacy

Communications are central phenomena in school systems. Since a school system is an ever-changing system of interactions, it is communication which aids in the development and maintenance of organizational purposes, as its members motivate and inspire each other toward goal accomplishments. Structures are differentiated again and again; these subunits, each specializing in its own activities, use communications in coordinating their outputs. In addition to serving as the matrix which links members together in school systems, the communication system serves as the vehicle by which schools are embedded in their communities.

The COPED measurement committee defined communication adequacy as the degree to which within a classroom, building, system or community, information is transmitted between children, teachers, other adult individuals, groups, roles, and community with minimal distortion.

## Measurement

Discrepancy scores have been developed between the teacher's perception of conditions in the classroom such as freedom to participate and help one another with student reports of the same behavior.

The instrument in the core package entitled "Relationships" attempts to measure the communication networks of expertise, friendships, and helpfulness. Because of the large affective component in friendship, it would seem that messages devoted to communications involving authority, information and expertise would also carry overtones of feelings of one individual for another. The measurement committee anticipated that understanding the communication links of friendships patterns might help to shed light upon problem-solving adequacy as well. In addition, historians attempted to collect data regarding current system activities in curriculum, practices, and policies. Communication with the community was studied through the local newspaper treatment of the system and in relation to communities' stance toward board proposals.

## Relationship Adequacy

The Measurement Committee also worked on a variable called "Relationship Adequacy" which is defined by the amounts of liking and trust which exist between two persons. One instrument in the core package appears to measure liking but the indicators for this variable are not fully developed yet.

## A Concluding Remark

There is still hope that subsequent funding will produce reliable instruments for assessing relationships among the process variables discussed above. If this were to become true, then a start on an ideal of Campbell's (1967) for getting research done and establishing a basis for institutional experimentation might be accomplished. Campbell proposes building toward an orientation in which school system people are going to be evaluating the impact of every administrative change -- every time books are changed, every time a teaching machine is introduced, every time a teacher is sent to a special summer school or in-service training institute. In building toward such an ideal, researchers and school system staff must develop the appropriate kinds of records. For instance, Campbell suggests that schools might administer a student morale instrument regularly which could, over time, reflect institutional variations. The instruments developed in the core package of COPED are ideally suited to just such record-keeping. Variables such as communication adequacy, problem-solving adequacy, and innovativeness, ought to provide fairly sensitive barometers of the effects of institutional change processes over time.

## Summary

The accomplishments of the research staff have been to:

1. Assemble and develop a core package.
2. Administer the package in a systematically-worked out design.
3. Develop preliminary guidelines for documentation and conceptualization.
4. Identify core variables, and select indicators for these.
5. Collect data on 76 adult variables and 24 children variables from more than 5000 adults and 7000 children, according to standard guidelines.
6. Develop a code manual which has expedited coding and punching of all data along standard lines.

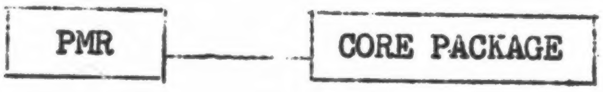
Thus: we are at the brink of a genuine data bank capability, as we had hoped.

## FIGURE 1

## ADMINISTRATION OF THE PMR

The basic design for the administration of the PMR is as follows:

CONDITION I


PMR
CORE PACKAGE

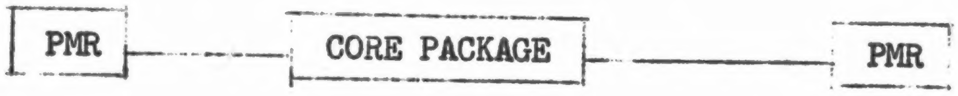
25% of the classes will take the PMR during a class period *preceding* the administration of the Core Package.

CONDITION II

CORE PACKAGE
PMR

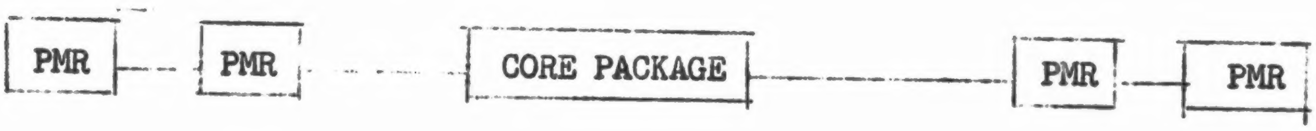
25% of the classes will take the PMR during a class period *following* the administration of the Core Package.

CONDITION III


PMR
CORE PACKAGE
PMR

25% of the classes will take the PMR during class periods, *preceding* and *following* the administration of the Core Package.

CONDITION IV


PMR
PMR
CORE PACKAGE
PMR
PMR

25% of the classes will take repeated measures before and after the Core Package.

## WORK SHEET 1

February, 1966

The following instruments, relative to designated variables, are still being considered for the core assessment package. Many additional instruments which have been rejected from the core package have received designation as having potential diagnostic use. These will eventually be made available as part of the larger diagnostic package. Instruments on this work sheet will receive further screening to decide on whether they will be retained in the core package, and/or be included in the diagnostic package.

| Variable | Instrument or Measure | Source |
|---|---|---|
| 1) Structure of liking, influence, expertise, helpfulness in classroom. | Sociometric (5th grade) (plus adaptation for high school). | Dick Schmuck & Chic Jung |
| 2) Potency of involvement in classroom group. | No. of inside and outside the classroom friends(with adaptation for high school). | Dick Schmuck & Chic Jung |
| 3) Peer group norms & own attitudes) (& perceived teacher attitude). | How This Class Thinks; How Do You Think About These Things; How Do You Think Your Teacher Feels? | Dick Schmuck |
| 4) Attitudes in school work, teacher. | Classroom Life (Likert Scale)<br>My Teacher (desired changes).<br>Multi-choice sentence comp. | Dick Schmuck |
| 5) Post-class reactions. | (For sample of class sessions: ratings plus perceptions of teacher behavior). | Chic Jung & Dick Schmuck |
| 6) System staff characteristics. | Face sheet data supplied by central office. | Metropolitan School Study Council - Dale Lake. |
| 7) System revenue. | Face sheet data supplied by central office. | MSSC - Dale Lake |
| 8) Perceived system goals. | Goal ranking item from "Estimates". | Matt Miles |
| 9) Structural properties of system: authority, communication, physical plant, workflow, linkages to other systems, adaptation | Interview with one or a few informants. | Paul Buchanan & Paula Calder (Warren Hagstrom's items to be incorporated) |

| | Variable | Instrument or Measure | Source |
|---|---|---|---|
| | mechanisms, central office specialization. | | |
| 10) | Reward System. | Selection from diagnostic feedback plus items from Gross. | Dale Lake & Chic Jung |
| 11) | Liking, influence, helpfulness, new ideas structure, information flow. | "Relationships": Sociometric (adult). | Matt Miles (to parallel child sociometric) |
| 12) | Perceived environmental press. | Checklist and force field analysis. | Matt Miles & Dale Lake |
| 13) | Normative regulation. | Do's and Don'ts | Matt Miles |
| 14) | Supervision of role performance. | OCDQ<br>OCDQ-II | Halpin & Croft<br>Matt Miles |
| 15) | Problem-solving adequacy. | Checklist | Matt Miles |
| 16) | Adaptation processes. | | Matt Miles & Chic Jung (work of Jack Logan) |
| 17) | Decision-making. | Decision-Making. | Matt Miles. |
| 18) | Flexibility, openness to change, creativity. | | Various |
| 19) | Traditional vs. Innovative views of teacher role. | MTAI | George Miller |
| 20) | Intelligence (adult) | Thorndike vocabulary measure | Matt Miles |
| 21) | "Social intelligence". | Guilford measure | Dale Lake |
| 22) | Morale | "Estimates" item. Regular turnover and absenteeism - face sheet data. OCDO Esprit subscale. | Matt Miles |

| | Variable | Instrument or Measure | Source |
|---|---|---|---|
| 23) | Innovation adoptions (at teacher level and system level) & stage in sequence. | Informant interview (Carlson, Mason, Chesler, Birnbaum) | Chic Jung & Matt Miles |
| 24) | Change agent interpersonal effectiveness, problem-solving skills. | Anchored trainer ratings. | Dale Lake & Matt Miles |
| 25) | Organization diagnostic skills. | Problem analysis form<br>Inquiry instrument. | Chic Jung & Fred Lighthall |
| 26) | Perception of change agents by clients. | ? | ? |
| 27) | Academic achievement (5th and 11th grade). | Available measures, & percent going on to college. Utilization of academic potential. | ? |
| 28) | Learning to learn | ? | ? |
| 28) | a. Critical thinking. | Cornell: Critical Thinking<br>Tanba: Social Studies Inference Test | Ennis |
| 29) | Need Achievement | Test of Insight, sentence completion - also need affiliation. | E. French |
| 30) | "Taming" effects | ? | ? |
| 31) | Management of sex and aggression (truancy, delinquency) | Self report - peer nomination | ? |
| 32) | Community characteristics | County and City Data Book - Schutz Method. | ? |
| 33) | School district reorganization history | Interview items. | ? |
| 34) | SES | Child data on father's occupation; possibly admin. estimates of SES in district. | Dick Schmuck & Warren Hagstrom |

| | Variable | Instrument or measure | Source |
|---|---|---|---|
| 35) | Supt. perception of school board functioning. | Interview items with Supt.<br>Gross 13 item scale | Warren Hagstrom |
| 36) | Various structural features | Various | Warren Hagstrom |
| 37) | Principal self-evaluation or role performance. | Self-Evaluation | Neal Gross |
| 38) | Teacher view of principal as leader. | Ratings of Executive Professional Leadership of Principals. | Neal Gross |
| 39) | Factors related to identification and diffusion of classroom practices. | CRUSK questionnaire (spring 1965)<br>Sociometric and role relations, eg. influence upward. | Chic Jung |
| 40) | Factors relevant to innovation diffusion. | Michigan State University questionnaire | Everett Rogers & Nan Lin |
| 41) | Goal specifications. | Items asking about % of kids at SES & IQ levels who should be achieving. | Matt Miles |
| 42) | Self-actualization. | Personal Orientation Inventory | Shostrom |
| 43) | Perceived problems facing system. | System Analysis Questionnaire; Problem Analysis Questionnaire. | Matt Miles |
| 44) | Prof. autonomy, collab., openness to change. | Self-Characterization Sketch. | George Kelly |
| 45) | Prof. autonomy. | TATSO | B. D. Wright |
| 46) | Collaboration, work vs. emotionality. | RGST | H. A. Thelen |
| 47) | Student self-concept. | Forced-choice instrument. | Washburn |
| 48) | Supervisory Behavior. | Adaptation of Flanders matrix. | Blumberg |
| 49) | Teaching procedures. | TSRT | Hough & Duncan |

| Variable | Instrument or measure | Source |
|---|---|---|
| 50) Rigidity in belief systems. | TIB test. | O. J. Harvey |
| 51) Concreteness/Abstractness. | CAT | O. J. Harvey |
| 52) Learning Motivation. | ? | Dick Schmuck |

Unless I am mistaken, we did not discuss at Tarrytown the problem of school output measures of various sorts. Perhaps some of these will appear as we circularize each other. In any event, here is a brief memo describing some possible approaches, as a basis for further discussion regionally and when we meet on January 7.

I am inclined to feel that we should skip measurement of latent or secondary functions (e.g., community entertainment, provision of public meeting facilities, increase in sense of community identity and solidarity, etc.) The list below covers learning, custodial, health, and socialization outputs of the school, in terms of learner behavior, attitudes, knowledge.* Possible instruments are only sketched in; you will undoubtedly want to expand.

1. Learning outcomes:

   a. Academic Achievement. The regularly-used standardized measures, adjusted or broken out by SES and IQ, could be used here. Consideration could also be given to the possible use of the new Carnegie-financed measures (to be administered at ages 9, 13, and 17).

      Percentage of graduating class going on to college is another possible indicator.

   b. Learning Motivation. Frymier's Motivation Index (for junior high level students; it consists of 80 items relating to such areas as attitudes toward school, valuation of education, ideas, self-other attitudes, etc.) is one possibility.

   c. Inquiry Skills, "learning to learn". Not aware of any measures here, but variable is important.

2. Custodial Care

   a. "Locatability". Can a specific child chosen at random be located in, say, 5 minutes during the school day?

*The question of whether we should also measure outputs in terms of adult behavior should be faced. For example, we may want to look at development and growth in school personnel, and/or their service outputs in non-school settings (e.g., professional associations, community service, etc.)

b. Safety. Indicators such as the number and type of school-time accidents might be used.

3. Health:

a. Physical. Possible indicator is absence rates due to sickness. Another would be evidence of epidemics. And do some schools use physical fitness measures regularly?

b. Mental. A self-esteem measure might be useful; won't suggest which. Also, records of referral kept by school counseling personnel.

4. Socialization:

a. Need achievement. French's Test of Insight (1956) is usable probably from upper elementary on; it is a sentence-completion device yielding n aff, n ach, hope of success and fear of failure scores.

b. Assorted "taming" effects. Neatness, obedience, promptness, being a "cooperative" group member can probably best be tapped by teacher ratings -- either those routinely given, or specially constructed by us.

c. Management of sex and aggression. Here (secondary level) we might use indicators like number of conflicts over dress, etc.; behavior problem referrals; police involvement of students.

## INTERVENTION-PLANNING REPORT

Form # ____

School: ____________________ Date of Planning: ____
Planners: ____________________
Name of event: ____________________ Date of Event : ____

1. Focal Group: ____________________
2. Events leading to the intervention (Why with this group? Why this time? Why this kind of intervention?):

3. Intervention (input):
   Check all of the following which apply, then elaborate:

____ a) data collection
____ b) data feedback
____ c) analysis of process
____ d) personal-growth training
____ e) teaching new concepts
____ f) aid in problem-solving

____ g) joint COPED-system planning
____ h) counselling/consulting
____ i) new temporary structure
____ j) ____________________
____ k) ____________________

Describe briefly:

4. Expected outcome (i.e., impact of #3 upon intervening variables)
   Check all that apply, and then elaborate briefly: **PROCESS VARIABLES:**

____ a) problem-solving effectiveness
____ b) communication effectiveness
____ c) influence distribution
____ d) type of influence (power) used
____ e) relationships:
  ____ i. trust
  ____ ii. role clarity
  ____ iii. cooperation
____ j) new roles (positions, assignments)
____ k) new groups (units)
____ l) new procedures

____ f) cognitive maps (beliefs)
____ g) motivation
____ h) ____________________
____ i) ____________________

**STRUCTURAL VARIABLES:**

____ m) new policies
____ n) new plans
____ o) new technology

Describe briefly:

5. Conditions expected to make a difference in attainment of #4 ("conditional variables"):

6. Statement of #3, #4, and #5 as hypotheses:

7. Plan for documenting impact of intervention:

# INTERVENTION-EFFECTIVENESS REPORT

School System: _____

COPED

Form # _____

School: ________________________________ Date of Event : _____

Name of event: ________________________________

1. To what extent were conditions specified in #5 of planning report met?
   a. Condition _______
      Source of Information: (refer to documents, if necessary)

      Findings:

| | |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

   b. Condition _______
      Source of Information:

| | |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

2. Outcomes of the intervention:
   Expected (list foci from planning report) ________________________________

   ________________________________

| Sources of Information: | Findings: |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

   Other Outcomes: (Use code from #4 of planning report form where possible)

Name of Reporter: ________________________________ Date of Report: _____

# MEETING RECORD FORM

Date of meeting _______ Date this form filled out ________
Person reporting ________________________________________

Building (or building group) attending _______ Total number present _______

How many people in different kinds of roles were present? Write in the approximate number. For example, 22 teachers, 1 principal, etc.

Roles present: ____ Teachers ____ Principals ____ Psychologists
____ Administrators ____Others (please specify) ____________

Who chaired the meeting? ____________ Length of meeting: Time Started ______
Stopped ______

Please describe briefly the major problems discussed in the meeting:

Displays discussed, if any: Give numbers __________________________________

In general, what was the climate of the meeting like, and how did it proceed?

What in your opinion were the main results of the meeting?

What preparation had you and others such as psychologist, teachers, etc. made for the meeting (please describe briefly):

Other Comments:

Is there another meeting planned? If so, for when? ________________________

## INDIVIDUAL CONTACT CARD

Name: ____________________ Date of Record: __________

### CONTACT

Who initiated? ____________________ Date: ___________ Place: ____________
Phone: ____________
Letter (attach): _______
Face-to-face: _________

Purpose: ____________________________________________________________
What initiated: ______________________________________________________
To Whom: ____________________________________________________________
What discussed: ______________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Outcome: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Your reaction: _______________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Other comments: ______________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Who else needs to see this? _______________ Phone: ____________ Write: ______

# CHAPTER IV

## Case Studies of Planned Change

### Introduction

In this chapter, the four regional centers describe the way they intervened with school systems. No attempt was made to devise a format to be used by all centers, and each has prepared its report in the form which it considered the most fruitful for describing its experiences and conclusions. Furthermore, no attempt was made by the total staff to derive implications from analysis of all the reports. What is provided to the reader is detailed information regarding problems encountered, (in some cases) the agonizing dilemma which the staff encountered and their retrospective impressions regarding how they got into the dilemma, and what they think they learned from their experiences.

Each center reports its work somewhat differently in this section. Boston and New York have chosen to describe their activities in each system separately. In addition, both centers describe activities which involved all their systems together. Michigan has focused much more sharply upon the actual training procedures used with their school system. Chicago has attempted to describe what has been learned by spelling out the implications for the training of school psychologists.

## FRANKLIN

The town of Franklin is a relatively large residential suburb of Boston located four miles west of the city. As is characteristic of a primarily residential town, wholesale and retail trade is the leading source of employment, but the majority of residents commute to Boston or other neighboring cities for employment.

Situated so close to a central city, Franklin experienced most of its population growth in the early part of this century. Since World War II, its population has decreased slightly. In 1960, only 24.3 percent of the town's population was 19 years old or younger, and the median age in the town was 43.1 years. Nonwhites comprised 1.0 percent of the 1960 population.

### Absolute and Percentage Change in the Population. 1940-65.

| Year | Population | Actual Change | Percentage Change |
|---|---|---|---|
| 1940 | 49,786 | 7154 | 14.4 |
| 1945 | 56,940 | 649 | 1.1 |
| 1950 | 57,589 | -713 | -1.2 |
| 1955 | 56,876 | -2832 | -5.0 |
| 1960 | 54,044 | -436 | -0.8 |
| 1965 | 53,608 | | |
| 1940-1965 | | 3822 | 7.7 |

Sources: U.S. Census of Population.
Massachusetts Census of Population.

The median number of school years completed by persons 25 years old and older in 1960 was 12.6 years. Of this population group, 67.8 percent had completed high school while only 3.1 percent had completed less than five grades of school. Of the employed 1960 residents, 38.5 percent were engaged in professional, technical, managerial or proprietary occupations. Median family income in 1960 was $8380, with 40.2 percent of families having incomes of $10,000 and over, and 8.7 percent of families having incomes of less than $3000.

Of the 19,646 housing units in Franklin in 1960, 5,978 or 30.5 percent were single family dwellings. The median value of these single family homes, according to the 1960 census of owner estimates, was $27,800. Apartment living is prevalent in the town, and 6,815 buildings, or 34.7 percent of the total number of housing structures, were buildings with five or more units. The median 1960 rent in the town was $121 per month.

The town is governed by the limited Town Meeting, to which voting members are elected by the local precincts. The administrative arm of the Town Meeting is the elected five-man Board of Selectmen. The schools are governed by a popularly elected nine-member School Committee. The school budget is approved by the School Committee and then rubber-stamped by the Town Meeting, in accordance with Massachusetts tradition.

The actual property tax rates in Franklin have fluctuated over the last five years, but in general have tended to remain constant and even decrease. The tax levy per capita over the same period has also tended to fluctuate, but there has been an increase of about 15 percent. In 1966, the stated tax rate on $1000 of assessed valuation was $56.00, while the actual tax rate on $1000 of full equalized valuation was $26.30. The total debt of the town, as of January 1, 1964, was $6.559,000, or $121.36 per capita (1960).

Franklin Taxes: Rates on $1000 of Assessed and Full Equalized Valuation, Levies Raised and Levy per Capita (1960). 1962-66.

| Year | Assessed Valuation | Stated Tax Rate | Full Equalized Valuation | Actual Tax Rate[1] | Tax Levy | Tax Levy per Capita (1960) |
|---|---|---|---|---|---|---|
| 1962 | $216,899,900. | $48.50 | $348,407,500[3] | $30.29 | $10,553,197. | $195.27 |
| 1963 | 223,236,900. | 51.00 | 424,000,000[4] | 26.93 | 11,417,952. | 211.27 |
| 1964 | 227,340,900. | 56.00 | 424,000,000[4] | 30.03 | 12,731,090. | 235.57 |
| 1965 | 231,968,000. | 56.50 | 465,000,000[5] | 28.19 | 13,106,192. | 242.51 |
| 1966 | 236,280,000. | 56.00 | 465,000,000[5] | 26.30 | 12,231,680. | 226.33 |

1. Calculated by dividing the tax levy by the full equalized valuation.
2. All per capita 1960 data based on the U.S. Census of Population.
3. Based on 1961 State report.
4. Based on 1963 State report.
5. Based on 1965 State report.

Sources: Files of the Massachusetts Taxpayers Federation.
Reports of the State Tax Commission Upon the Equalization and Apportionment of State and County Taxes.

The school system of Franklin includes two small primary schools K-3, eight elementary schools K-8 and one comprehensive high school. Total estimated enrollment in the system as of October, 1966 was 6900, and enrollment has remained fairly constant over the past five years. The size of the professional staff has continued to increase over the same period of time, even as the enrollment has remained fairly constant, and the pupil-teacher ratio has declined as a result. Over the past five years, the expenditures per pupil in Net Average Membership has always been relatively high by metropolitan Boston standards, and the system has maintained its lead by constant increases. Similarly, the teachers' salary scale has always been one of the highest in both the metropolitan area and the state, and has increased sufficiently over the past five years for Franklin to retain this position of leadership.

## Franklin School System Data: Total Enrollment, Number of Teachers, Pupil-Teacher Ratio, Expenditures per Pupil in Net Average Membership, Minimum and Maximum Teachers' Salaries. 1962-1966.

| Year | Total Enrollment | Number of Teachers | Expenditures Per Pupil NAM | Pupil-Teacher Ratio | Teachers' Salarie | |
|---|---|---|---|---|---|---|
| | | | | | Min. | Max. |
| 1962-3 | 6959 | 369 | $595. | 18,3 | $4600. | $9000. |
| 1963-4 | | 384 | 678. | | 4700. | 9300. |
| 1964-5 | | | 710. | | 4700. | 9500. |
| 1965-6 | | | 744. | | 5200. | 11,000. |
| 1966-7 | 6900* | 411* | | | 5400. | 11,7[illegible]8. |

* Estimated.

Sources: Files of the Massachusetts Teachers Association.
Files of the Massachusetts State Department of Education.

In addition to its relatively large expenditures for education and its relatively impressive salary scale, Franklin has had a reputation among laymen for being one of the "better" school systems in the area. Whether deserved or not, this reputation at least implies that the town is interested in its educational system and in "doing things for kids". Franklin participation in COPED is a reflection of a "larger commitment" on the part of its superintendent of schools: "After two to three years on the job, I knew that in order to do what we wanted with kids, we had to do something with teachers and with the way they feel about their work." The Franklin schools, through a staff member, had already had contact with the University COPED staff and expressed enthusiasm about the potential of the COPED project. The superintendent met with the project director and was favorably impressed with the possibilities of participation in the program. In April, 1966, COPED issued an invitation to the Franklin schools to participate in the program. In May, 1966, a meeting to discuss participation was held by the COPED staff and a group representing the school system. Included in this group were the superintendent, the president of the teachers club, the assistant superintendent, an elementary school principal, the director of research and development and a member of the School Committee. In June, after receiving a letter from the project director delineating the extent of commitment involved, the Franklin schools decided to participate under Plan A (change agent team and seminar), rather than under Plan B (intensive involvement of the COPED staff in the system), as originally intended.

Following discussion of team composition, it was decided that the change agent team would be composed of representatives of the School Committee, the administration, the teaching staff, the special services staff and department chairmen. A notice was sent through the auspices of the teachers club to all teachers, including special services teachers, asking those interested in the project to apply for participation. About a dozen teachers responded, and two were chosen by the consensus of the superintendent, the director of research and development and the COPED project director. The same committee selected applicants from among administrators after a similar process of solicitation. In the selection process, emphasis was placed on an individual's indicated ability to fill the role of change agent or on an individual's apparent need of a COPED experience to "unfreeze".

Reactions on the part of Franklin participants to the change agent seminar program were mixed but generally tended to be negative. One participant who was pleased with the program felt that the seminar, and particularly the reading materials, had provided a "formal knowledge of change and how it takes place in a social institution." Another team member enjoyed the social interaction provided and the opportunity to observe COPED staff skillfully handling large meetings. All team members but one attended the fall weekend program and felt, with varying degrees of enthusiasm, that the experience there had been valuable. Finally, there was general agreement that COPED was valuable as a resource for consultant help on special projects.

A variety of negative reactions was indicated, but within this diversity ran a consistent theme of disillusionment and disappointment coupled with a feeling of exploitation. The team members felt that COPED had not accurately portrayed what a COPED experience would involve and what skills and benefits could and could not be expected from a year of participation in the project. Furthermore, team members felt that there was insufficient commitment of time to the seminar by the senior COPED staff and inadequate preparation for the seminars by COPED staff members. It was moreover felt that the COPED staff failed to handle smoothly even the mechanics of the program, including determination of meeting place and availability of assigned books. The disappointment with the COPED staff was heightened by some envy of the saturation of COPED staff in the intensive treatment systems. "Those of us not involved in the intensive COPED plan felt left out and somewhat foolish." In general, it was felt that participation in COPED had not lived up to the participants' expectations. A few severely disappointed team members realized that part of their disillusionment could be attributed to unrealistic expectations: "I guess I wanted a handbook of suggestions which I could cull from." In general, however, members felt that they had been "taken", that there was little similarity between COPED and its advance billing.

There was even some feeling of exploitation by COPED staff. While the Franklin agent team wasted its time and grew frustrated at the seminars, some team members felt that their brains were being picked for the benefit of COPED research.

There was also a feeling in Franklin that COPED had not clearly informed the system of the nature of its commitment until after commitment had been made. This was offered as an explanation for Franklin's switch from Plan B to Plan A. It was also part of the reason given for the system's refusal to participate in the data collection aspect of the program. The superintendent had placed responsibility for the data collection aspect of the program in the hands of the director of research and development. He met with the COPED research director and agreed upon a program for Franklin involving one hour from pupils and teachers and two hours of administrative time on each of six specified days. Upon receiving the core package of tests, the director of research and development decided to discull the COPED data collection plan with the superintendent. Their joint reaction was negative and their decision was to refuse to participate in the testing program. Their major objection was the core package itself: a "fish net" which was felt would not measure the impact of COPED's limited intervention in such a large system. A second objection, described by them as "minor" was the disruptiveness of a six-date testing program and the resulting potential for the creation of morale problems within the system. (The fact that the COPED testing p rogram, of the several testing packages to be given in the Franklin system that year, was the one that was eliminated is probably indicative of the relative priority of the COPED project in the system's hierarchy of concerns.) A final objection to the testing program concerned COPED's handling of the data collection scheme insofar as the extent of the program had not been spelled out for the system at the time of commitment. "We were hit with it when we were already hooked. We don't think this was intentional, but it was the way it happened."

During the period of Franklin's participation in the COPED change agent seminar, the system held a full-day institute on the subject, "Can Teachers Be Agents of Change?". The idea of holding an institute cannot be attributed to the influence of COPED on the system. There had been an institute the previous year also, in that instance lasting for half a day, concerned with the METCO program of bussing Negro children from Boston to schools in Franklin. Nonetheless, the particular topic of this institute has been attributed at least in part to a relationship with COPED. The superintendent felt that participation in COPED was also a reflection of his previous concern in this area.

The topic for the institute was suggested by the superintendent to the teachers club. The club discussed alternative topics as well, but "The bandwagon was change," and the superintendent's suggestion was accepted. A committee was established by the club to work on the planning of the institute. The institute was not a project of the Franklin change agent team, although team members were involved as individuals and COPED staff persons were used extensively as consultants to the planning committee. "The institute idea was originally independent of COPED, but later COPED was intimately involved in the design of the conference and provided valuable assistance. Mainly COPED gave us support for the idea, incentive to work on it and encouragement that it would work." During the institute, the teachers met in 45 groups of ten each. The reactions of each group were presented by group spokesmen to the faculty as a whole and to a responding panel composed of two University professors (one of which was a COPED staff member), one Franklin department head and one teacher (also from Franklin), both of the latter being members of the system's change agent team.

As a result of the institute, the teachers created a faculty senate, to be composed of an elected representatives, one from each of the system's schools. The role of the senate is to be that of a lobby for the teachers with the administration. In less specific terms, the institute seemed to have a significant impact on the Franklin teachers. "The institute provided ventilation for the system." "The emotional impact of the whole thing on teachers was very good; teachers felt they had a chance to say something."

There were no programs originated or implemented within the Franklin system as a result of the system's participation in the COPED program. The change agent members indicated that they had expected to implement change in the system. "I anticipated that each group in the change agent seminar would be expected to do something specific." The team was looking for suggestions, guidelines, or at least an offer of help that would serve as a signal to begin action. "We were grasping for straws; the March 17 all day conference was finally seized upon so we could say we had done something."

If COPED were to be re-funded by the Office of Education, it is still uncertain that Franklin would continue its affiliation with the program. One change agent team member has asked to be released from the program; another appears likely to withdraw; another does not care one way or the other; only two are enthusiastic and wish to continue with COPED. The superintendent, the sixth member of the team and the real decision-maker in this matter, seems reluctant to spend more of his time with the change agent seminar if it continues in the same vein. Furthermore, he sees indications of a continuation of the seminar format since he feels that the evaluation meeting produced no substantive changes in the COPED design. He is reluctant to send others to participate if he is not sure it will be more worthwhile than it was in the past.

If there is continued participation, team members feel that there will have to be some revisions in approach. The team found it difficult to operate as a team since they met together only at the seminar itself. Effective participation would require regular allocation of school time for scheduled team meetings. It is also felt that the composition of the team would have to be altered from the present "top heavy" emphasis. Four of the team members represented the "powers" in the system, while only two represented the teaching staff. A possible alternative structure for future participation would be to turn the program over to the newly created faculty senate and thereby involve more teachers. Even given such internal revisions, continued participation is by no means assured.

The impact of COPED on the Franklin system is difficult to assess. The system is fairly large, and the extent of intervention was very limited. The superintendent's leadership style and interest in change are responsible for the system's participation in COPED. Moreover, his interest in communication with all levels of the system and his knowledge of the necessity of teacher willingness as a prerequisite for change in the system indicate that his influence and that of COPED cannot be separated. All that can be said is that the relationship of the system and COPED has perhaps given focus and impetus to the forces within the system which were leading in the direction of greater communication between administrators and teachers, greater flexibility regarding innovations and a larger role for teachers in the decision-making process of the system.

# HAMILTON

The town of Hamilton is located in Southeast Massachusetts, thirty miles southwest of Boston and eighteen miles northwest of Providence, Rhode Island. It is a rather industrialized community with a considerable amount of manufacturing, particularly in the textile industry. The presence of one of the first women's colleges in the country gives the town some academic flavor.

The town has seen fairly extensive growth in population since World War II, particularly between 1945 and 1960. The State census of 1965 indicates that perhaps the growth has ended or at least tapered off. In 1960, a significant 42.3 percent of the town's population was 19 years old or younger, and the estimated median age was 25.2 years. Nonwhites comprised only 0.6 percent of the 1960 population.

Absolute and Percentage Change in the Population. 1940-1965.

| Year | Population | Actual Change | Percentage Change |
|---|---|---|---|
| 1940 | 3107 | | |
| 1945 | 3096 | -11 | -0.4 |
| 1950 | 4401 | 1305 | 42.2 |
| 1955 | 5160 | 759 | 14.7 |
| 1960 | 6818 | 1658 | 32.1 |
| 1965 | 6737 | -81 | -1.2 |
| 1940-1965 | | 3630 | 116.8 |

Sources: U.S. Census of Population.
Massachusetts Census of Population.

The median number of school years completed by persons 25 years old and older in 1960 was a low 10.8. Of this same group, a very small percentage, 41.8, had completed high school, while 3.7 percent had completed less than five grades. Of the employed 1960 residents, only 15.9 percent were engaged in professional, technical, managerial or proprietary occupations. Median family income was a relatively low $5900, with only 9.1 percent of families having incomes of $10,000 and over, and 11.0 percent of families having incomes under $3000. All of these data give a picture of Hamilton as a predominantly working class community, the only such community to be involved in the Boston area COPED project.

The town is governed by the classic open New England Town Meeting. As in all Massachusetts towns an elected Board of Selectmen, in this case composed of three individuals, administers the town government and implements the policies of the Town Meeting. The schools are governed by a popularly elected five-member School Committee. The school budget, like that of all Massachusetts towns, is determined by the School Committee and given rubber-stamp approval by the Town Meeting.

The property tax rates in Hamilton have fluctuated over the last five years. The per capita tax levy had increased rather significantly until 1966 when the town began to receive the benefits of additional state aid resulting from the recently enacted sales tax. In 1966, the stated tax rate on $1000 of assessed valuation was $40.00, while the actual tax rate on $1000 of full equalized valuation was $36.71. The total debt of the town, as of January 1, 1964, was $1,120,000, or $164.27 per capita.

### Hamilton Taxes: Rates on $1000 of Assessed and Full Equalized Valuation, Levies Raised and Levy Per Capita (1960). 1962 - 1966.

| Year | Assessed Valuation | Stated Tax Rate | Full Equalized Valuation | Actual Tax Rate[1] | Tax Levy | Tax Levy per Capita (1960)[2] |
|---|---|---|---|---|---|---|
| 1962 | $ 6,861,675. | $111.20 | $19,239,400.[3] | $39.82 | $766,156. | $112.37 |
| 1963 | 7,930,250. | 98.80 | 22,150,000.[4] | 35.52 | 786,789. | 115.40 |
| 1964 | 19,857,400. | 42.40 | 22,150,000.[4] | 38.01 | 841,954. | 123.49 |
| 1965 | 20,982,800. | 47.60 | 24,000,000.[5] | 41.62 | 998,781. | 146.49 |
| 1966 | 22,023,975. | 40.00 | 24,000,000.[5] | 36.71 | 880,959. | 129.21 |

1. Calculated by dividing the tax levy by the full equalized valuation.
2. All Per Capita 1960 data based on the U.S. Census of Population.
3. Based on 1961 State Report.
4. Based on 1963 State Report.
5. Based on 1965 State Report.

Sources: Files of the Massachusetts Taxpayers Federation.
Reports of the State Tax Commission upon the Equalization and Apportionment of State and County Taxes.

The school system of Hamilton is very small, including only two elementary schools and a high school. In addition, the town is a member of the Southeastern Regional Vocational School District. Along with the population growth in the town has come an increase in school enrollment, and overcrowded schools at the elementary level. The possibility of double sessions has been a problem that the town has had to face. The town had financed an eight-room addition to an elementary school in 1964 but felt that it could afford no further capital expenditures.

The expenditure data shown below indicate that the town has begun to rapidly increase the level of expenditures per pupil in Net Average Membership. These increased outlays are the result of significant increases in the teacher salary scale and of a lowering of the pupil-teacher ratio through as increase in the size of the staff. Both of these trends are particularly demonstrated in 1966-67 and can be attributed to the very large increase in state aid to the town. Ironically, the net cost of education to the town actually decreased in 1966-67 from the previous year. With the prospect of more state aid, Hamilton appears to have entered an era of "easier money" and perhaps of greater innovation.

### Hamilton School System Data: Total Enrollment, Number of Teachers, Pupil-Teacher Ratio, Expenditures per Pupil in Net Average Membership, Minimum and Maximum Teachers' Salaries, 1962 - 1966.

| Year | Total Enrollment | Number of Teachers | Pupil-Teacher Ratio | Expenditures per Pupil NAM | Teachers' Salaries | |
|---|---|---|---|---|---|---|
| | | | | | Min. | Max. |
| 1962-3 | 1565 | 64 | 24.5 | $397. | $4300. | $7280. |
| 1963-4 | | 69 | | 438. | 4600. | 7616. |
| 1964-5 | | | | | 4700. | 7728. |
| 1965-6 | | | | 502. | 5000. | 8164. |
| 1966-7 | 1639 | 87 | 18.8 | | 5200. | 9152. |

Sources: Files of the Massachusetts Teachers Association.
Files of the Massachusetts State Department of Education.

Nonetheless, there are still financial problems facing the town. One is the aforementioned lack of sufficient physical plant. The second is the new salary situation being faced by Hamilton, and most other Massachusetts cities and towns, as a result of the passage by the state legislature of a collective bargaining law applicable to teachers and all other municipal employees. The effects of this law are likely to be a new militancy among teachers and improved working conditions as well as higher salaries. Hamilton's teachers, ironically, chose to utilize collective bargaining because they thought it was required rather than just optional under the new law. Teaching staffs in other systems in the state, including some participating in COPED, have hesitated to invoke the option of the law for fear of alienating their school committees and compromising their professional status. In Hamilton, there were no such fears and apparently no alienation or compromise. The School Committee did not disapprove of arrangements made by the Massachusetts Teachers Association for the local association to be the collective bargaining agent. This was preferable, in the eyes of both the School Committee and the teachers, to the Amercian Federation of Teachers.

With these financial problems still to be faced, there is nonetheless hope in the system that money will now be available for innovation. To date, the system has been receptive only to those innovations that have been sweeping the country and which have not been excessively expensive. Examples of innovations adopted include modern mathematics and the "PSSC physics" program. The only major innovation in recent years that has cost the system a substantial amount of money, above the normal expenses for changing curriculum, has been a language laboratory. If the low degree of innovation in the system is linked to a lack of financial resources, as appears to be the case, the easing of the financial difficulty as a result of vastly increased state aid will likely lead to a higher of innovation.

As with all other change agent teams in the Boston area, Hamilton's participation in COPED was negotiated by the superintendent and the COPED staff. It was then presented to the School Committee for approval. Hamilton's interest in the project was function of the superintendent's interest in the applicability of human relations training to school systems. It is not clear, however, that he or other leaders of the system were aware of any serious problems in staff relationships or communication. Hindsight has shown, however, that there were some issues that needed clarification and attention.

The members of the change agent team were selected for membership by the superintendent. His desire to achieve representation from all levels of the system led him to choose the two elementary principals, the high school assistant principal and a classroom teacher. When the assistant principal withdrew from the seminar in January, the superintendent joined the team in his place.

Like most change agent teams, the Hamilton participants found the fall overnight session to be the most favorable aspect of the change agent program. One team member indicated that his initial feeling about the superintendent's invitation to join the project had been that Hamilton needed no change. After the fall session, he came to reject this initial reaction and to feel that change was just what this system needed. But it was the consensus of the Hamilton participants that after this overnight session, the program consistently went downhill. In the seminar they felt lost, receiving no direction from the leaders or other members. They were unable identify any specific goals or measures by which to evaluate their own success or failure as change agents. As a team they met once a month, in addition to the seminar meetings, but still could find no meaningful direction in which to aim their efforts. As a result, the judgement they make as of the summer of 1967 is that there have been no significant changes in Hamilton that can be attributed to the system's participation in the COPED program.

Within the context of the change agent seminar, the Hamilton team made two efforts to seek a viable and useful project to undertake. In March the members asked the COPED research director for some feedback from the core package of tests which had been administered in the system the previous autumn. This indicated a serious effort on the part of the team to identify some problem areas in which some work was needed. The data available, however, was too general to be of any help. As one change agent stated it, "After a discouraging fall semester in the seminar, the core package was looked on as a salvation. But the data we received from it were not definitive enough to identify any particular issues."

In the meantime, one Hamilton change agent, an elementary principal, had been working on a local, non-COPED project and hoped that the change agent team might be able to provide him with some assistance. This project, called SPOKE, is to be a joint effort of Hamilton and five surrounding communities to establish an educational media center from which all can draw materials. The project was still in the writing stage at the time of the principal's request for aid, but it was his hope that the change agent team could plan a strategy to acquaint the school system and community with the project so that a munimum of resistance could be encountered when the program went into operation. This may yet become a project of the change agent team, but to date no action has been taken.

One might hypothesize that the Hamilton change agents had difficulty finding a viable strategy of intervention in their system because the system, as the administrators originally suspected, has no serious issues or concerns. On the surface, given the favorable conditions for communication in a small school system, there did appear to be relatively high morale and a fairly high degree of efficiency in the system. The process of collective bargaining, however, served to focus attention on an existing communications problem.

When the present superintendent came to Hamilton in 1962, there existed a superintendent's advisory committee composed of principals and teachers. In 1964, this committee was transferred to the auspices of the teachers association in order to elicit responses more directly from the teaching staff. The committee remained in existence until the spring of 1967, but in all the years of its existence, it had not made a single recommendation to the superintendent and had played no role in the ongoing changes taking place within the system. When negotioations between the School Committee and the teachers association began, however, issues appeared which the top administrators had not been aware of.

It is clear that this committee did not actually function as an open channel of communication between the teaching staff and the administration. Seeking an explanation of this, the superintnedent speculated that the failure of the council may have been due to the people appointed to its membership. Perhaps the principals had had undue influence in the selection procedure. He also felt that perhaps the limitation of the council's concern to system-wide issues was a factor in its ineffectiveness. He admitted, however, that even with both of these drawbacks, there should have been some way for the issues raised at negotiations to have previously arisen from within the system.

This review of the recent history of the Hamilton school system indicates that there may be issues that a COPED change agent team might attempt to tackle. The COPED change agent program clearly did not aid in the identification of such issues. One reason for this was the disappointment the change agents felt in the seminar and their consequent lack of committment to the project. A probable second factor is the lack of more direct contact with a COPED staff member who would take Hamilton as his primary responsibility and owrk with the team to critically examine the system. In the seminar, this job of critical examination was left to the change agent team itself. Perhaps an identification of the system's communication problem would have occurred prior to collective bargaining negotiations had an objective outsider participated in thorough study of the system.

# JEFFERSON

The town of Jefferson is a generally middle to upper middle class suburb of Boston, located about eleven miles northwest of the city. It is primarily a bedroom community for commuters to Boston and neighboring communities, but is also the home of several electronics and clean manufacturing firms located on Route 128, the Electronics Belt, that passes through the town.

Since World War II, the town has experienced a tremendous increase in population, particularly in the 1950's and early 1960's. While the rate of increase has tapered off in the past few years, the town's population is still increasing and as of 1965 had reached 31,388. In 1960, 39 percent of the town's population was under 20 years old, and the median age in the town was 32.6 years. Nonwhites comprised 0.5 percent of the 1960 population.

## Absolute and Percentage Growth of the Population. 1940-1965.

| Year | Population | Actual Growth | Percentage Growth |
|---|---|---|---|
| 1940 | 13,187 | 1,265 | 9.6% |
| 1945 | 14,452 | 2,883 | 19.9% |
| 1950 | 17,335 | 4,921 | 28.4% |
| 1955 | 22,256 | 5,435 | 24.4% |
| 1960 | 27,691 | 3,697 | 13.4% |
| 1965 | 31,388 | | |
| 1940-65 | | 18,201 | 138.0% |

Sources: U.S. Census of Population.
Massachusetts Census of Population.

The median number of school years completed by persons 25 years old and older in 1960 was 12.6 years. Of this same group, 70.4 percent had completed high school and 3.4 percent had completed less than five grades of school. Of the employed 1960 residents, a high percent, 43.2, were engaged in professional, technical, managerial or proprietary occupations. Median family income in 1960 was a correspondingly high $9043, with 42.1 percent of families having incomes of $10,000 and over and 5.5 percent of families having incomes of under $3000.

Of the 7182 housing units in Jefferson in 1960, 6980 or 97.2 percent were single family dwellings. The median value of these single family homes, according to the 1960 census of owner estimates, was $19,800, and the median monthly rent in 1960 for the few apartments and flats that existed was $109.

The town is governed by a representative Town Meeting with each of six precincts being represented by 33 elected Town Meeting Members. The administrative branch of the government is the elected five-member Board of Selectmen. The schools are governed by an elected five-member School Committee. As is the case with all Massachusetts towns, this committee is for all intents and purposes the final arbiter of the school operating budget but must seek actual as well as official approval of the Town Meeting for any capital expenditures.

The actual property tax rates in Jefferson are comparable to those of most communities in the metropolitan area and have been increasing in spurts. The tax levy per capita has also been increasing, but at a steadier and more rapid. In 1966 the tax rate levied on $1000 of assessed valuation was $43.60, with the variation from the rate on $1000 of full equalized valuation being only a few cents. The total debt of the town, as of January 1, 1964, was $11,493,000, or a relatively high $415.04 per capita (1960).

### Property Taxes: Rates on $1000 of Assessed and Full Equalized Valuation, Levies Raised and Levy Per Capita (1960). 1962 - 1966.

| Year | Assessed Valuation | Stated Tax Rate | Full Equalized Valuation | Actual Tax Rate[1] | Tax Levy | Tax Levy Per Capita (1960)[2] |
|---|---|---|---|---|---|---|
| 1962 | $163,764,415 | $39.80 | $163,764,415 | $39.80 | $6,531,824 | $235.88 |
| 1963 | 169,279,100 | 38.80 | 181,250,000[3] | 36.32 | 6,583,443 | 237.75 |
| 1964 | 172,929,100 | 38.60 | 181,250,000[3] | 36.83 | 6,675,063 | 241.06 |
| 1965 | 179,091,350 | 44.00 | 184,500,000[4] | 42.71 | 7,880,019 | 284.57 |
| 1966 | 184,293,300 | 43.60 | 184,500,000[4] | 43.55 | 8,035,188 | 290.17 |

1. Calculated by dividing the tax levy by the full equalized valuation.
2. All per capita 1960 data are based on the U.S. Csnsus of Population.
3. Based on the 1963 State Report.
4. Based on the 1965 State Report.

Sources: Files of the Massachusetts Taxpayers Federation.
Reports of the State Tax Commission Upon the Equalization and Apportionment of State and County Taxes.

The school system of Jefferson as of 1966 consisted of ten elementary schools grades 1-6, two junior high schools grades 7-8, and a town-wide senior high school. The fall of 1967 saw the opening of the eleventh elementary school and the extension of the school program to include Kindergarten. With the town's tremendous growth in population has come a proportionally larger growth of school enrollment.

The COPED-Revere School relationship was originally based on the existing teacher training relationship between the school and a college. Most of the early COPED-Revere phase involved COPED staff from the college only. The college faculty members who were supervising student teachers at the Revere School were aware of the fact that the principal was interested in change and discussed COPED with him.

On May 20, 1966, the COPED project director met with the Revere School principal and the assistant superintendent for elementary education. The trio discussed the School's possible participation in COPED. On June 6,1966, the assistant superintendent informed the COPED project director that he had prepared a tentative program and budget for Revere's participation in COPED. This tentative program and budget had been discussed with the superintendent of schools, who was will to have Revere become associated with COPED. On June 20, 1966, COPED was presented as "new business" to the Jefferson School Committee, and Revere School participation was approved with a Budget of $7,060 for 1966-88.

In late June, 1966, a meeting was held at the college with the COPED staff and the Revere School principal to discuss and plan the school's participation in the project. At the end of the 1965-66 school year, the COPED project was "presented and explained to the Revere School faculty. Their participation was invited and the invitation was accepted." Despite this simple positive statement about that meeting in COPED records, much controversy surrounds the introduction of COPED to the faculty. Some of the teachers who were present at the time don't even recall any such presentation. Others remember COPED being mentioned, but say they did not get a clear idea of what COPED was. Others remember the meeting and say that although they didn't know what COPED was, they voted to accept it, basing their decision on their faith in the principal and his desire to have COPED in Revere.

During the summer, one member of the Revere change agent team selected by the principal attended a human relations training program in preparation for her role with COPED. When the Revere School reopened in the fall of 1966, approximately one half of the faculty was new. Although new teachers were to have been told of the Revere School - COPED commitment in their job interviews, several had not been informed. Both the new teachers and the teachers who had been at Revere the previous year say they were "sandbagged" early in the school year with the information that last year's faculty had committed the school to COPED, thereby obligating the teachers to give up four weekends for COPED. Evidently, there was little additional information given on COPED, and no effort was made to convince the faculty that COPED was valuable and worth secrifices on their part. The change agent who had attended a training program during the summer inadvertently furthered the animosity and confusion regarding COPED, as she was in her own words "terribly gung-ho" about COPED and training, but unable to coherently verbalize the experience. As a result, anxiety was increased over this vague, mysterious "rebirth" process associated with COPED.

One of the new teachers spearheaded the resistance to COPED, even to the point of carrying her indignation over "being forced" to participate in COPED to the assistant superintendent for elementary schools. During the early fall at

Revere, both new and old teachers were hearing conflicting reports about how great COPED would be (from the change agents), how they had to fulfill the commitment (which had been made by the previous year's faculty) to participate in COPED and how Jefferson had no right to commit teachers' weekends without their being consulted. The most active opposition to COPED was on the part of a vocal minority. However, all of the faculty felt pressured and upset by the issue. The change agents were enthusiastic and tried to enlist support from their friends and fellow teachers. The principal was strongly supporting COPED, and some teachers did not want to oppose anything he wanted because of their personal respect for him, and because of their concern about the teacher evaluations he would write. The COPED opponents were reflecting and reinforcing an increased militancy and independence felt by many members of the faculty.

During this early period of fermenting dissent, no contact was made with the Revere faculty as a whole by the COPED staff. As the opposition and confusion about COPED continued, a meeting was held, on October 3, with the COPED staff and the Revere faculty to "reassess the commitment to the project". At this meeting opposition was express, questions remained unanswered, and nothing was resolved. Most objections concerned the weekends (Thursday and Friday nights and all day Saturday) which were to be devoted to COPED. This seemed to some an excessive amount of time "above and beyond professional call of duty" to be taken both from professional planning and preparation time and from personal obligations and recreation time. More important, the objections were symptoms of resentment that the project was being forced upon them by the administration without their advice and consent. At this point, possible benefits had not been adequately explored and clarified. The COPED representative at this meeting agreed that it would be contrary to COPED philosophy to hold the faculty to such a commitment if they weren't sincerely interested in the project. He recommended that the opposition select several representatives to attend the planning meeting for the first weekend session.

The COPED suggestion was accepted, and opposing elements were represented at the planning meeting held three days later. Total attendance at that meeting included five teachers, the principal, the superintendent of schools and his assistant for elementary education, four members of the COPED staff and the COPED project director. This meeting appears to have been quite successful. After the opposition presented its case and COPED staff presented their goals, feasible alternatives to the weekend as planned were discussed. The teachers felt the meeting was helpful and suggested that a similar meeting should be held with the entire faculty.

On the afternoon of October 17, the requested meeting was held, with the entire faculty, the principal, the assistant superintendent, the college COPED staff, and the COPED project director in attendance. At this meeting, the entire faculty had an opportunity to question participation in COPED. Again, most objections concerned the projected weekends, and the objectors were predominantly "the young marrieds" of the faculty who were reluctant to give up time with their families. A vote was taken and those opposed to the weekend were in a minority, but the polarization in the faculty was clear. The weekend plan was nonetheless dropped, as t COPED staff felt that while the opposition as only a vocal minority, it did represent very strong feelings and had created a deep split in the faculty.

In order to re-establish good will and to prevent widening of the COPED - caused schism in the faculty, the weekend plan was altered. Under the revised schedule, COPED activities would be conducted on Thursday from 1:30 P.M. to 9:30 P.M. (Thursday afternoons are set aside for special help throughout the system) and on Friday from 4:30 P.M. to 9:30 P.M.

At the general faculty meeting, it was also decided to appoint a planning committee composed of Revere faculty representatives and COPED staff to meet before each COPED program. This planning committee was an outgrowth of the ad hoc committee which had formed earlier when the opposition's teachers sent representatives to the first planning meeting. At the first meeting of the planning committee, it was decided that "1) Revere and COPED staffs should jointly influence general objectives and general design questions for a particular meeting; and 2) specific design questions would be determined by the COPED staff." It is not clear as to what extent this involved the teachers in the COPED decision-making process, since it is difficult to know how much policy was actually determined in the settling of specific design questions.

With agreement reached as to weekend programs and with the establishment of the joint planning committee, the Revere faculty explicitly re-accepted participation in COPED at the October 17th meeting, six weeks after the opening of school. It appears that most of the controversy could have been avoided if the returning Revere faculty had heard a persuasive and enlightening presentation of COPED from the COPED staff before they heard about all the sacrifices they would be obliged to make for some mystical program that couldn't be explained. In order for COPED to have taken the initiative at the beginning of the school year and present a coherent description of the program, better communication and cooperation would have been required within the COPED staff, especially between portions of the COPED staff from each of the two colleges involved. A meeting was held later in October at which the problem of "improving COPED team communication and collaboration" was discussed.

An additional exacerbating factor in the controversy was the issue of implicit coercion and pressure teachers to participate. This was particularly clear because the system had shown a willingness to pay for the activity and the building principal had made it known that he wanted all his staff involved. It seems certain that COPED would have been more readily accepted by the Revere teachers if they had felt that there was some choice about participation.

Most of the opposition to COPED in Revere seems to have been to the way things were handled rather than to the COPED activities per se. Perhaps COPED should have originally considered possible alternatives to the weekend plan for such young and often newly married faculty members. Certainly closer communication between COPE and the school and within COPED would have led to awareness that the 1966-67 Revere faculty was not a continuation of the 1965-66 faculty, but a new group, one half of which had not participated in any decision. The 1965-66 Revere teachers who left included most of the school's leadership and COPED supporters. The teachers who were new to Revere in the Fall of 1966 were coming into a new system, for some, into a new region of the country, and for a few, into their first teaching assignments. Revere represented for them an undefined situation, reinforced by the announced move of the principal in the middle of the year to prepare for the opening of a new school. COPED became another undefined element in the general situation.

Perhaps much of the general frustration in the school was focused on COPED, with the project being used as a scapegoat. Despite all the problems that perhaps could have been avoided, it is possible that the anger and confusion over COPED at Revere in the early fall aided COPED and COPED goals by getting everyone involved, either for or against COPED, and making ovbious the need to resolve the resulting schism in the staff. "Maybe all the early dissention helped us get together later." Some teachers, however, feel that the relatively high degree of present unity of the staff is no greater than the unity that existed before "the COPED crisis".

After the re-acceptance of COPED, a series of meetings were held with activities designed to increase the teachers' interpersonal sensitivity and awareness of group processes. At the first meetings, the teachers were introduced to force field analysis, group observation, set reduction activity and practice in giving and receiving help. The most successful activity, according to the Revere teachers, was the force field analysis, and several of them have employed it in their work. The other activities were beneficial to some teachers and considered a waste of time by others. One repeated criticiam was that there were many activities with little if any connections between them. "They said they didn't have a bag of tricks, but that's how it seemed." In general, however, the response to the first COPED meetings was favorable.

The December COPED meeting was conducted by the COPED project director. The purpose of the meeting was to evaluate the core package of research instruments and its implementation at Revere School. Teachers generally objected to its length and to the fact that they were asked to make evaluations about the rest of the faculty at a time when all teachers did not know each other. Again, the majority of the objections were to the manner in which the testing was handled rather than to the substance of the program. Teachers objected to COPED's expectation that children could freely answer questions about their teachers when the teachers were in the room. One teacher reported a class in which the questions were not generally understood by the class, and one student dictated answers to others. While the reaction to the core package and its implementation was thus generally negative, the response to the December meeting was very favorable. Similarly, the general attitude toward the project at this time was quite positive.

After the second December meeting, three task groups were established in Revere School. One group did nothing. The second group chose to discuss interpersonal relations among teachers and between the teachers and the principal. The group quickly retreated, however, into the threatening area of curriculum matters. Meetings were held on both and social science curricula, and subject specialists met with the group. The majority of the group later decided that their uneasiness had allowed them to be sidetracked from their real interest in interpersonal relations, and that they would return to this subject and leave curriculum discussion to the third group. The third group was more specifically concerned with curriculum, and under its auspices, Revere teachers visited another school to observe classes in reading and social studies.

In January, another two days of meetings were held, and these proved to be a turning point in the COPED - Revere relationship. Problem solving skills and force field analysis were again the substance of the sessions. Near the end of the second day, when future plans were geing discussed, the major resistor "blurted out" that the teachers felt they wanted to participate in COPED on a meeting-to-meeting basis to see if they liked it. The COPED project director then vehemently stated that sporadic, ad hoc meetings, which were to be individually evaluated, were antithetical to COPED goals. COPED was not a program to do something for them, to meet their approval, but with them to meet their needs. Further, Revere participated or it didn't; there was no middle ground. The blunt confrontation on the issue seemed to be what was needed to arrive at agreement on future plans. These plans included: 1) Human Relations for those who wanted it, and 2) Task groups on topics of the participants' choice. Teachers were free to participate in one, both, or neither of the activities. This was the first time the voluntary aspect of COPED participation was emphasized. The teachers eagerly discussed COPED for more than an hour beyond the scheduled end of the conference, and the meeting signaled the end of the "difficult" phase of Revere School. Though all problems were by no means solved, the effectiveness of the project increased from this time onward. Nonetheless, it was not until mid-January that the former Revere principal and the COPED project director reconciled their views of the project. The principal had not realized until then that the project direction was determined by consensus -- COPED was not retreating under pressure from the teachers.

Two task force groups and the Human Relations Training group were formed, and meetings were scheduled. Only two or three teacher did not participate in any activity. The Human Relations Training group fluctuated around 15 members in size and the two task forces involved 16 teachers. The issues raised in the Human Relation training included male-female attitudes and inter-generational differences. For almost all who participated this was reported as a positive experience. While there was a bit of disruption caused by the presence of a slightly different group of teachers at each meeting, it was nonetheless generally felt that this was the most successful aspect of the COPED program at Revere.

One task force concerned itself with student discipline problems. This group, which included the new principal, developed a set of guidelines for Revere School. The other task force grew out of a human relations training session and was concerned with "equal rights for Revere School". This area of concern reflected the feeling of many on the faculty that Revere did not receive a fair share of supplies and teacher aides and was an "orphan" in the system. The task forces understood they were to receive assistance from the Coped college staff person who was the student teacher supervisor for the school. There were some hurt feelings over what the teachers felt was a complete lack of interest on the part of the Lesley faculty in their task force activities. This feeling persisted in spite of a memo sent from Coped to Revere task group members encouraging the groups to meet on their own, to carry our plans they may develop and to call on Coped staff for consultant help as needed.

At the beginning of February the transition from one principal to another took place very smoothly. The new principal had been participating in Coped activities, including the Human Relation Training, with the teachers and this eased the transition. When eight teachers were scheduled to transfer with their former. principal the following year to a new building, the staff did not become polarized between those leaving and those staying. (Approximately 2/3 of the faculty had requested the transfer and approximately 1/2 of the regular faculty had received it.)

All of those transferring were young teachers. Of the few older teachers, two or three had expressed an interest in going to the new school and were encouraged by the principal to request a transfer. They did not do so, however, The principal felt that they did not really think they were wanted. Since they did want to move to the new school and since the principal insisted that they really were wanted, there still appears to be a problem of communication at Revere, especially in the area of intergenerational differences. With relatively young teachers coming to Revere in 1967, it appears that this problem might persist. If so, it could be the basis for continued COPED intervention in the school.

The persistence of the generational problem not with standing, the Coped experience has had an effect on the Revere School. Specific activities which developed from COPED include the task groups, the new school rules and a student advisory council, composed on one girl and one boy from each room in grades 4 to 6, which meets regularly with the principal. Some efforts have not been so successful. Great disappointment resulted from a teachers meeting at which the teachers planned to have the faculty divide into small groups and use force field analysis to deal with the "equal rights for Revere" issue and then meet together to discuss the small group results. When the faculty meeting was held, this concern was one of eighteen agenda items, and the new principal came to the meeting with a list of complaints all prepared. Despite this, the teachers meetings are reported to be freer since the advent of COPED. The staff atmosphere is better and more communication is taking place among teachers and between principal and teachers.

Possibly the most exciting Coped result is the number of teachers who are using understanding and techniques developed in Coped meetings in their classrooms with their children. Example of this include a teacher who now regularly brings a latecomer entering the classroom up to date with what is going on in the class. Other teachers are encouraging more group activities and have developed seating patterns with desks in clusters and the more conducive to group participation. Several teachers mentioned an increase in their sensitivity as a teacher. A greater awareness of the individual child, of the child's feelings. "The inside and outside group game made me realize how my kids feel being put on the spot".

One teacher had a discussion with her class on the topic of fear of speaking before the class. Another teacher divided her class for fifteen minutes into groups of four or five, later meeting together and writing down all the problems that concerned them. This list then became a source of topics for the class to discuss.the last ten minutes of the day. Another teacher had a discipline problem with four big boys in her class. She met with the boys and asked their help with the problem. The boys supplied the solution, suggesting that they sit in the four corners of the room, as far from each other as possible. Coped's introduction to the technique of force field analysis let to another teacher asking her class "Was this a plus or minus day?" and "Why?".

. A teacher of first grade had her class sit in a circle and discuss "How do you feel about the sun, moon, school, me?" Her class felt free enough to tell her what they didn't like with 24 of the 26 students actively participating. This same class, after viewing a film about a live gingerbread man, discussed what it would be like to have a gingerbread man in the class. Would he be laughed at because he looked idfferent? This let into a class discussion on the experience of having one Negro child in the class. The class of "slow" first graders carried on an animated discussion of "differentness" for 45 minutes.

As the 1966-67 school year came to an end, it was generally agreed by the teachers that participation in COPED had been beneficial for themselves and for Revere School. In the early part of the year, COPED signified only frustration and chaos, but by the end of the year it had begun to imply progress. Criticism was still being heard and confusion still existed over the objectives of the program and the means to achieve these objectives. But there was generally agreement within the staff that sufficient benefit had been received from the program to have made all the earlier tension and confusion worthwhile.

# Hancock

## Introduction

Hancock is a city of about 90,000 people located on the long shoreline of a bay just south of Boston. It is a city with a long historical tradition, a tradition closely associated with the politically and intellectually powerful Adams family. In recent years, however, it has come to be just one of many manufacturing and retailing suburbs in the Boston metropolitan area.

Most of the population growth occurred in the 1910's and 1920's. As the table below indicates, the growth has diminished in rate since World War II and perhaps has even terminated. In 1960, 35.2 per cent of the city's population was under 20 years old, and the median age of persons residing in the city was 32.5. Non-whites comprised only 0.2 per cent of the city's 1960 population, an extremely low percentage given the amount of industry in the community.

Absolute and Percentage Growth of the Population
1940-1965

| Year | Population | Actual Growth | Percentage Growth |
|---|---|---|---|
| 1940 | 75,810 | | |
| | | 6,274 | 8.3 |
| 1945 | 82,084 | | |
| | | 1,751 | 2.1 |
| 1950 | 83,835 | | |
| | | 660 | 0.8 |
| 1955 | 84,495 | | |
| | | 2,914 | 3.4 |
| 1960 | 87,409 | | |
| | | - 252 | -0.3 |
| 1965 | 87,158 | | |
| 1940 - 1965 | | 11,348 | 15.0 |

Sources: U.S. Census of Population
Massachusetts Census of Population.

The median number of school years completed by persons 25 years old and older in 1960 was 12.1 years. Of this same population group, only 53.5 per cent had completed high school, while 3.3 per cent had completed less than five grades. Of the employed 1960 residents, only 20.9 per cent were engaged in professional, technical, managerial or proprietary occupations. Median family income in 1960 was $6,785, with 19 per cent of families having incomes of $10,000 and over, and 9.4 per cent of families having incomes under $3,000.

Of the housing units in Hancock in 1960, 15,854 or 58 per cent were single family dwellings. The median value of these single family homes, according to the 1960 census of owner estimates, was $13,900. The median 1960 rent in flats and apartments was $86.00.

These education, income and housing data combine to describe Hancock as a working and lower middle class manufacturing and retailing community. It is by no means merely a bedroom suburb for nearby Boston.

Hancock is governed under a Mayor-Council form of government. The mayor and nine members of the City Council are elected on a non-partisan ballot. The schools are governed by a seven-member school committee, the chairman of which is the mayor. The other six members are elected on a non-partisan basis. The school budget, after approval by the school committee, is debated and approved but never cut by the City Council.

The actual property tax rates in Hancock have risen very slightly over the last five years, and the tax levy per capita has increased by about 18 per cent over the same period. In 1966 the tax rate on $1,000 of assessed valuation was $88.20, while the actual tax rate, that on $1,000 of full equalized valuation, was $31.29. The total debt of the city, as of January 1, 1964, was $11,145,000, or $127.50 per capita (1960).

Hancock Taxes: Rates on $1,000 of Assessed and Full Equalized Valuation, Levies Raised and Levy per capita (1960) - 1962-66

| | Assessed Valuation | Stated Tax Rate | Full Equalized Valuation | Actual Tax Rate[1] | Tax Levy | Tax Levy per capita (1960)[2] |
|---|---|---|---|---|---|---|
| 1962 | $181,306,125 | $77.30 | $456,619,200[3] | $30.81 | $14,066,684 | $160.93 |
| 1963 | 182,533,325 | 79.50 | 492,100,000[4] | 29.59 | 14,562,088 | 166.60 |
| 1964 | 183,917,350 | 83.50 | 492,100,000[4] | 31.57 | 15,537,124 | 175.69 |
| 1965 | 185,063,725 | 89.20 | 530,000,000[5] | 31.15 | 16,507,684 | 188.86 |
| 1966 | 188,010,425 | 88.20 | 530,000,000[5] | 31.29 | 16,582,523 | 189.71 |

[1] Calculated by dividing the tax levy by the full equalized valuation.
[2] All per capita 1960 data are based on the U.S. Census of Population.
[3] Based on 1961 State Report.
[4] Based on 1963 State Report.
[5] Based on 1965 State Report.

Sources: Files of the Massachusetts Taxpayers Federation. Reports of the State Tax Commission Upon the Equalization and Apportionment of State and County Taxes.

Hancock has 22 elementary schools, five junior high schools, and two senior high schools. Until 1967 it had only one small vocational school with a maximum capacity of 300, but a new vocational school for 1100 pupils was opened in the fall of 1967. The system also has a junior college, physically attached to one of the high schools, which enrolls 1,200 students, of whom 434 attend full time. Less than 25% of the Hancock high school graduates go on to attend a four-year college, and according to estimates by the Superintendent, half of those do not complete their college course. Another 18% of the high school graduates attend junior colleges, various technical schools or nurses training institutions after high school. Nonetheless, close to

60 per cent of the graduates terminate their education with the completion of high school. A study conducted by the National Education Association for the office of Manpower Policy, U.S. Department of Labor, stated that this group, with "no vocational or technical preparation," was "ill-equipped for skilled work" and that Hancock's educational planning had "glaring gaps."[1]

The educational plant is not modern. Most of the schools were constructed before World War II and, although enough extra pupils to fill 32 classrooms have enrolled since 1960, no new elementary schools have been built since that time.

Hancock School System Data: Total Enrollment, Number of Teachers, Pupil-Teacher Ratio, Expenditures per Pupil in Net Average Membership, Minimum and Maximum Teachers' Salaries.
1962-1966

| Year | Total Enrollment | Number of Teachers | Pupil-Teacher Ratio | Expenditures per Pupil NAM | Teachers' Salaries Min. | Max. |
|---|---|---|---|---|---|---|
| 1962-3 | 15,185 | 661 | 23.0 | $456 | $4,500 | $8,000 |
| 1963-4 | 15,413 | 665 | 23.2 | 464 | 4,750 | 8,400 |
| 1964-5 | 15,514 | 646[1] | 24.0[1] | 497 | 5,000 | 8,900 |
| 1965-6 | 15,302 | 684 | 22.4 | 519 | 5,100 | 9,078 |
| 1966-7 | 15,558 | NA | NA | NA | 5,500 | 9,790 |

[1] Possibly an error in the data

Sources: Files of the Massachusetts Teacher Association
Files of the Massachusetts State Department of Education.

A study of school building needs by a Boston area company in 1965-66 recommended the expenditure of $17 million for new elementary schools, additions to standing elementary schools and the reorganization of the junior high schools on a grades five through eight "middle-school" basis. However, such a school building program, for financial reasons, appears to be at least seven or eight years away.

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[1] "Adapting Educational Change to Manpower Needs in Massachusetts and Wood County (Parkersburg), West Virginia", an Action Research Study under the direction of the Automation Project of the National Education Association of the United States 1964-66, supported by the Office of Manpower Policy, U.S. Department of Labor .

The present superintendent works well with the Mayor and the School Committee and has been able to obtain adequate budget support. The composition of the present School Committee is the same as that of 1963 which selected the current superintendent, and relations are very close. The City Council does have the right to pass on the capital budget, however, and money is not always easy to raise. The Federal Study states that Hancock, "with a rather slowly rising assessed valuation, and with one of the lowest state support rates for public schools...found itself seriously handicapped in implementing innovations calling for added outlays." More important, the superintendent has been told by the City Countil to "go slow",[2] to wait until completion of the vocational high school now under construction before submitting an ambitious building program on the elementary or junior high school levels.

Attracting high quality teaching personnel is another problem in Hancock. Some of the difficulty is unavoidable. The nature of the student body does not attract teachers who are interested in the academically talented student. The distance between Hancock and the major centers of learning in the area is such that the large pool of wives of professional men and graduate students do not find it convenient to seek employment in the system. Furthermore, Hancock had lagged behind other systems in salaries. In the spring of 1966, after a certain amount of conflict, a contract was drawn up for 1966-67 between the City of Hancock and the Hancock Teachers Association, providing for a competitive basic salary of $5,900. The maximum salary for teachers with 30 semester hours past a Master's degree is now $10,500. Department chairmen receive a maximum differential of $700, and senior administrators such as high school principals and the president of the Junior College, receive an effective maximum index of about 1.40. Given the prevailing wage pattern, it is not surprising that relatively few supervisors have come to Hancock from outside the system. The policy of the schools, moreover, is to encourage the growth of administrative talent among teachers already in the system and to promote from within where possible.

The progress made by the Hancock schools must be measured against the ineluctable handicaps mentioned in these pages. For nineteen years, from 1944-1963, the superintendent was a conservative educator who built a like-minded central office staff. The two key officials under the superintendent were the assistant superintendent for Business and Plant, whose duties were to run things as economically as possible, and an Assistant Superintendent for Instruction, whose responsibilities in the area of personnel and detailed administration were so extensive as to leave him a very limited amount of time to work on curriculum innovation or fundamental educational policy.

When this superintendent retired, the school committee decided that a new superintendent should be one who will bring change to the system. The atmosphere was favorable; the Chamber of Commerce and the Taxpayers' Association wanted good schools and were willing to pay for them. The School Committee knew that the school system was not as good as some local residents complacently thought. There was sentiment that the school system should be "on the go", move closer to the educational "frontier" and try in some respects to "outdo" other highly regarded suburban systems. The new choice for superintendent, then Associate Director of the University of Chicago Laboratory Schools, had had seven years experience as a superintedent in a Chicago suburb and was now interested in moving to a bigger system. In four years, the superintendent has compensated for the financial difficulties of the system by attracting federal funds for a variety of projects. Support has been attracted for a wide range of innovations. Private foundations have been solicited as well. In the two years 1964-66 for which figures are available, Hancock schools secured $2,593,428 from outside sources -- a substantial amount of support in relation to the annual budget appropriation of $8,500,000.

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[2] _Ibid._, p. 11

In the years since coming to Hancock, the superintendent has achieved substantial decentralization of responsibility and control in the school system. He has done this primarily for tactical purposes, in order to lessen the influence of a central staff resistant to innovation and of relatively ineffective curriculum directors. The superintendent felt that improvement in the system could best be achieved by according a wide degree of autonomy to individual principals. Under the prior administration reforms were timid; the "new math" for example, had been introduced for the top third of the seventh grade on a schedule which would have required eighteen years to spread to the entire system. Under the new approach, talented administrators of individual schools could innovate at their own rate. One of the effects of this approach, for example, is "Project Search." An elementary school principal wished to organize a progress-oriented school which would include an ungraded system. He found that one could not have an ungraded system without materials speaking to individual needs. So, with the cooperation of fifty teachers who worked on their own time, appropriate units of material were developed to meet students' individual needs.

The trend toward autonomy of principals is now in the process of being reversed. The elementary school principals themselves have recognized that autonomy is presently too broad to allow for system-wide sequential development. They want leadership from the top. At the same time, the superintendent's office, and also the consultant on secondary instruction, have felt that the present system allows high school department heads too much latitude. The relations between the present curriculum committee and high school department heads have not always been good and occasionally the department heads have been "by-passed." The department heads, who on the whole have been in the Hancock system for over a generation, are accepted as being very capable educators but tend to be "fact" rather than "concept" oriented. As the superintendent stated it, "They do not emphasize problem-solving, discovery, and self-learning." In short, they have "failed to see the irrelevance of some of the old things they have tried to do." The junior high schools are lagging in educational reform. While the main thrust of system-wide planning has been in the high schools, particularly on vocational education, and while individual principals in the elementary division have made innovations, little progress has been made in the junior high division toward introducing the desired "middle level" concepts which have been successful elsewhere.

At the present time, a new central curriculum committee is being formed. This new "curriculum leadership" group will be headed by the administrative assistant to the superintendent, and will correlate all the diverse efforts at curriculum reform within the system. It will report directly to the superintendent. This team will attempt to work both on the K-12 curriculum (vertically) and on programs to meet different levels of ability within each division (horizontally). The superintendent has emphasized that there is no intention to return to a strict system of central office direction; efforts at innovation at a local level will be welcomed.

The superintendent has emphasized the need for increasing communication at all levels within the system. He holds monthly meetings with his "administrative group" which includes the principals, the directors of curriculum areas and other key officials.

The elementary school principals meet as a group on a monthly basis to discuss current problems, and often the superintendent joins them. The secondary school principals, a smaller group, have a similar institution. The superintendent has also instituted periodic meetings with the executive board of the Hancock Teachers Association, which has come to serve as a faculty advisory council on a wide range of professional matters.

The contract negotiated in March 1967 between the School Committee and the Hancock Teachers Association covers educational matters as well as wages and employment conditions. The contract states that the professional staff should be a "major source of developments and innovations in improving the educational programs" and sets up an Educational Development Committee with one half of the members named by the Teachers Association and one half by the School Committee. The teachers are also to be consulted on textbooks, related educational programs, and conditions of professional service and development. The superintendent conceded that the Teachers Association, through the contract, has forced him to move somewhat faster in involving teachers in decision-making than he had originally expected. Nevertheless, he welcomed the general development along this line, which is fully consistent with his approach to education. In spite of certain difficulties in adopting collective bargaining, the involvement of the Hancock Teachers Association in educational matters has been judged favorably at all levels in the system. Resistance to past innovation, according to the superintendent, had often come because the lower levels of the system were not involved in development of plans. The Teachers Association can serve, with several other system organizations, as a way to involve people at all levels in planning and to pave the way for substantive innovations, especially by recognizing and coping with human relations problems. It is not possible to give a detailed account of the role of numerous organizations which have been working toward facilitated communication within the system, but curriculum committees, the trade and technical advisory committee, the Junior College Development Council, the Parent-Teacher Council, the Community Action Council, as well as numerous teacher and citizen committees and task forces concerned with limited projects, have all been active.

A major problem faced in the curriculum field in recent years has been the upgrading of the vocational curriculum on the secondary school level. The vocational school, until the fall of 1967, with a maximum capacity of 300, an "elite" institution, which trained only 5.5% of the high school graduates. Studies have shown that although 75% of ninth-graders in Hancock indicate that they want to go to college, only 40% of this group do go on to some type of higher education. Under the previous system of vocational education, relatively little was done for pupils who changed their goals and needed training which would enable them to make a living when they graduated. There was a rigid track system in the high schools. The result was that aside from college-bound youngsters and the highly motivated minority which had chosen from the beginning to follow a vocational course, there was no curriculum suitable for a large group of pupils. They were offered a "watered-down" version of the academic oourse which did not prepare them for skilled positions after graduation. At the same time, there was a high demand for skilled labor from Hancock industrial firms. These industrial firms gave assurance of strong support to an effort by the school system to provide them with a greater flow of skilled labor. The problem for the superintendent was to design a program which would have an "image" which could compete favorably with academic programs for the interest of the pupils. Also to be considered were certain vested interests, including that of the Director of Vocational Education, which would be directly affected by any modifications of the traditional program of the elite vocational school.

The superintendent obtained School Committee approval to invite the American Institute for Research to participate in a curriculum research project called "Development and Evaluation of an Experimental Curriculum for the New Hancock Vocational Technical School." The code name for the project was "ABLE." Funds were obtained for a five-year period to develop a program to tailor curriculum in the vocational area to the individual needs of students. The planning stressed "flexibility," "relevance," "individual differences," "breadth of educational experience" and "guidance." A Committee of Nine (including all the major administrators concerned with secondary education) was formed to implement Project Able.

Planning for Project Able is well advanced. An ultra-modern plant has been opened in September, 1967 accommodating 1,100 secondary and post-secondary people, including junior college students and out-of-school adults who want retraining or vocational course offerings. The vocational school is part of a complex that includes the senior high school and the junior college. This has been done to facilitate interchange of staff and equipment and to allow vocational students to take academic courses in the adjacent buildings. The emphasis is to be on individual progress; no tracking is envisioned. Instead of concentrating on the immediately marketable skills stressed by the old system of vocational education, the new school will stress "generalized" skills, broader training in eleven "job families." The theory is that after such concept-oriented vocational experience, students will be better prepared for specialized training either at the junior college, in grades 13-14 or in on-the-job training. Experience will show to what extent generalized skills can be taught before practical skills are mastered, and the intention is to maintain a flexible attitude. The experimental nature of the curriculum, scheduling, space utilization, student guidance, and the skills development center means that a heavy burden of adjustment will be put on the teachers who operate this complex. The superintendent is well aware of this and plans are being made to ease the problems which will arise.

The new vocational school will have a marked effect on Hancock Junior College, which has evolved from a small liberal arts institution to a comprehensive community junior college. Most of the course offerings are scheduled in the afternoon and evening and are accessible to those employed by day.

An outgrowth of Project ABLE is "Project Plan." This is an attempt to use a computer to record data on learners and on proficiency of learning, in an effort to build a set of relevant learning materials that "speak to a range of abilities and learning styles." The ultimate aim is to assist teachers in tailoring their instruction to the best learning sequences for particular students. A direct hookup with a computer has been arranged. Data on proficiency measures, materials and students are now being recorded for grades 1, 5 and 9 for four subject areas. This project has been funded by an industrial corporation, and a twenty-year follow-up study has been planned to test the effectiveness of the program. An attempt is now being made to obtain Federal support to add a teacher training dimension to this program.

The Hancock school system has accepted an invitation from the U.S. Office of Education to be one of fifteen system in the country to develop an "organic curriculum" for education in the 1970's. The superintendent is currently consulting on details of the program with the U.S. Office of Education and with the State Commissioner of Education. "ES-70", as the program is called, intends to develop new programs and train teachers to operate them. The fifteen school systems will work together to find material most relevant in speaking to "individual need styles," in the use of technological inventions and advances in education and in the retraining of teachers.

Federal funds have also been used in the last two or three years for many other purposes in Hancock schools. Materials have been acquired for the vocational school; a summer work-study program was instituted in vocational areas; the business education curriculum has been upgraded by acquisition of data processing equipment and multiple listening devices for teaching shorthand. In addition, equipment and materials have been acquired in reading, history, geography and science under the critical subjects provisions of the National Defense Education Act. The guidance program has been strengthened at the secondary level through the use of Federal funds and a Federal grant was obtained to strengthen its program in adult literacy and basic education. In the summers of 1965 and 1966, Hancock participated in Project Head Start for deprived pre-school children. The Neighborhood Youth Corps has been active in assisting economically deprived teenagers to procure meaningful jobs. A program to apply the team approach in diagnosis and correction of learning problems has been instituted with the purpose of expanding reading, guidance and physical education services to correct learning problems of a selected number of educationally disadvantaged elementary school children. A program of diagnosis, guidance and education for handicapped children has also been adopted. The system conducted a summer educational institute for educationally disadvantaged youths and pre-school children. Finally, a program to provide work opportunities for 60 Junior College students was established.

In conclusion, it is clear that the Hancock school system, on its own, has moved vigorously in the last four years to meet the needs of the particular community it serves. Through its stress on innovation it has been able to acquire the Federal funds necessary to support a wide range of programs. The history of COPED intervention in Hancock must be evaluated in light of these general trends of innovation and progress under the present administration.

## Hancock and COPED

In the fall of 1965 the superintedent was confronted with pressures from two of his advisory groups: the principals advisory group and a teachers advisory group. The latter was essentially an organ of the Teachers Association. The pressure from the principals took the form of a request for additional clerical aides in their offices. At the superintendent's urging, however, the principals agreed to establish a committee and draw up a proposal for dealing with the kinds of educational programs they wished to becomed involved with. The concern was thus to be professional rather than merely administrative. The teachers' advisory group met with the superintendent and transmitted the traditional staff complaints, particularly those dealing with working conditions. His response to the teachers, as it had been to the principals, was to issue a challenge to them to deal with more "professional issues." One member of the teachers group, the president of the Teachers Association, took this challenge seriously and gathered a committee to develop a proposal for teacher-initiated reform in the Hancock school system.

The superintendent received the proposals from the two groups and saw great similarities in them, and urged the groups to combine their efforts. He also suggested that they contact a staff member of the Human Relations Center of Boston University for outside consultant help. A joint committee was formed, a proposal drafted, approved by the two groups and submitted to the consultant. The conceptual framework of this document remarkably paralleled that of COPED, with which the consultant had become involved. At a time when COPED network members were themselves only conceptualizing their plans for intervention in school systems, it was a happy coincidence that the Hancock proposal contained similar concepts, vocabulary and approaches: "climate of change", "Human Relations Team", "self-renewal", "group dynamics", "resistance to change" and all-day and weekend off-site meetings for training purposes were only some of the elements the proposal had in common with COPED conceptualization.

Seeing the similarity of purpose between the Hancock proposal and COPED intentions for action research the following year, the proposal was brought to the attention of the COPED project director. Discussions between the COPED staff and Hancock were held in December and January to consider the possibility of inviting the Hancock system to become a COPED participant. This relationship was formalized in January, 1966. In effect, Boston COPED had committed itself to begin its interventions in one school system nine months before the scheduled date of the intervention phase of the project. The opportunity in Hancock was too good to pass up.

The first COPED intervention in Hancock in the spring of 1966, closely followed the suggestion of the Hancock proposal. These suggestion included separate day-long meetings for administrators and for "selected teacher leadership", followed by a two-day seminar bringing the two groups together. In broad outline this strategy was accepted by the COPED staff.

On February 10, 1966 COPED entered Hancock for the first time, by means of a meeting between the COPED staff and forty teachers. These teachers represented every building the system and were selected by a committee of the Hancock Teachers Association (HTA) on the basis of "status leadership" within each building. Roughly speaking, one participant was chosen for each twenty faculty members in the system. The principal objectives of this first meeting were (1) to establish two-day communication between teachers and COPED, thus creating an environment of honest and free exchange of ideas and feelings; (2) to give Hancock teachers an opportunity to see the sincerity of the COPED staff and to remove the possibility of an image of the staff as outside manipulators; (3) to gather information about past innovations in the system; (4) to learn what change teachers would like to see in the future; (5) to convey to teachers that COPED itself is flexible and open to change; (6) to help teachers learn to analyze their own experiences, and to be open for personal growth as well as to be able objectively and with an open mind to represent their buildings; and (7) to begin the process of sensitivity training and collaborative problem-solving.

To accomplish these ends a program for the day was devised between COPED staff and a planning committee from Hancock. The design included small work groups, general sessions with reports from work groups, and demonstrations by COPED staff of interviewing techniques. Also, questionnaires were circulated to collect data on the concerns, expectations, hopes and fears of participants with a commitment to share this data with participants.

On February 28, 1966 a similar meeting was held with administrators from Hancock. One important issue in planning for this meeting was whether the superintendent should attend. Would his presence inhibit the productivity of the session? At a planning meeting on February 14th, the planning committee discussed this issue and decided that "In terms of our long range goals of creating a climate of openness and freedom in communication, it would seem that the superintendent should be there."

At the February 28 meeting, in order to support the administrators sufficiently to enable them to bring their complaints into the open, it was decided to focus attention and training on the multiple pressures on administrators to reveal their "invisible committees", to show how the expectations of peers, of students, of community, of the superintendent, and finally of the alter-ego, exert pressure on the administrator. Following a training demonstration, the group was charged to think about the choices they make daily and how conflicts influenced their decisions. This training was intended to focus on the diagnosis of personal role problems daily confronting every individual.

At both of the initial meetings, a major topic of discussion was the nature of self-renewal. While these discussion produced no clear and all-encompassing definition, they at least served to introduce the concept to the Hancock staff and to acquaint them with the style and aims of the COPED staff.

The follow-up conference to the separate February meetings of teachers and principals was held on April 1 and 2, 1966. Forty-two administrators, forty-six teachers, and eleven COPED trainers attended this two-day meeting. The primary purpose of this meeting was to bring together the two groups that had examined their separate positions in February. The specific objectives articulated for this meeting in a planning session on March 17, 1966 included: (1) to find common objectives which the administrators and teachers can collaborate on and act; (2) to clarify roles and discover the differences in the perceptions of the administrators and the teachers; (3) to focus on two kinds of issues between the principals and teachers, notably, (a) what kinds of ideas get processed where? and (b) who has the power to produce what? that is, the initiation and the control of innovations; (4) to clarify the objectives of the project and identify areas where it was necessary for the setting of goals; and (5) to search out and find the structural and organizational resistances to change.

To accomplish the purpose of confrontation of administrators and teachers, the first substantive item on the agenda was a report on the results of questionnaires administered in February. A COPED staff member who had summarized the data, gave the conference feedback on the beliefs of Hancock administrators and teachers concerning needed innovations, on hopes for success as recorded in February, and on feelings about change. Following this feedback, discussion groups were formed to "explore agreements and differences innovations needed to make the Hancock school system more self-renewing and to help each other increase participant-observer skills."

A concrete outcome of the two-day conference was the formation of eight sub-groups to meet during the remainder of the school year. These groups were to be composed of at least one member from each of the discussion groups formed at the two-day conference. On April 14, 1966, at a Junior High school building, a meeting was held to launch these groups in their on-site meetings. The charge given to the eight groups was "to undertake the examination of one (or more) of the following learning needs and to clarify and structure a plan of action to be followed during the remainder of the school year: (1) an in-depth study of process and process agents; (2) an in-depth study of recommendations from the two-day conference; (3) an in-depth study of the concept of self-renewal; and (4) an awareness of emerging needs identified by participants." By May 5 each group had designated a meeting time, and by May 17 all had met at least once. By that time it became clear that the COPED orientation toward change was "getting through" to at least some of the Hancock people. These participants, without prompting by COPED consultants, invited members of one group to attend the meetings of another to "function in the role of process observer."

The last intervention of the 1965-66 school year was an all-day meeting on June 2 involving the participants in the April 1 and 2 conference. The goals of this meeting, as outlined in a planning meeting on May 19, 1966, were: (1) to support and improve communication; (2) to provide a model of classroom action; (3) to move toward building level involvement; and (4) to arrive at a decision concerning the steps to be taken in the fall.

The first of these goals involved communication between members of the present Hancock planning committee organization and the remainder of the system as well as communication within the committee itself. In fulfillment of the second objective, a model of classroom activity was presented. The presentation was a case study of what a teacher with a "slow group" can do to change her reputation and the reputation of the class within the school. Her main problem was to reinforce maturity in an immature group and the central issue was discipline. After discussing this with the class, the problem was seen to revolve around a few disruptive students. The teacher approached the solution to the problem through the establishment of a steering committee composed of class members, a collaborative steering committee, teacher development of a list of class rules and a charge to the class to enforce these rules. By isolating the problem and involving the class in developing the solution to the problem, the teacher had directed her attention to the changing of behavior rather than to mere punishment and had thus provided a positive model of classroom action from which other teachers could benefit.

The third goal of the conference, moving toward building level involvement, was fulfilled insofar as some discussion was held regarding a "building concerns" program for the project. The fourth item among the goals resulted in a decision to form a Summer Discussion Program. This program as conceived would involve groups which were to concern themselves with five areas of discussion: (1) curriculum content areas; (2) our changing society; (3) the school as a social institution; (4) learning theories; and (5) a human relations seminar. These groups which involved about twenty-five members of the Hancock staff, met over the summer of 1966 and provided continuity for the project during an otherwise somewhat dormant period.

In addition to the summer study program, a further opportunity to provide continuity was the attendance of the superintendent and the vice president of the Hancock Teacher Association at an human relations laboratory during the early part of July.

On June 22, 1966, a planning meeting was held, attended by the Hancock steering committee as well as the COPED staff. The steering committee had grown out of a recommendation of the conference of June 2. Its membership was composed of representatives of both teacher and administrator groups. At this June planning meeting, it became clear that the major effort of the Fall activities would be to increase membership and staff participation in training activities. Also discussed at this meeting was the question of building level activities. No plan for such activities were made, however, because the steering committee people felt that they had not yet been sufficiently trained and the system was not yet ready for any implementation of committee-induced substantive change.

Another issue discussed over the summer was the role of the principals. The superintendent was especially, and not surprisingly, concerned with how to create a climate in which administrators' feelings could be expressed to him. It was suggested that one procedure for the autumn might be meetings of principals with COPED staff to explore goals and to clarify the principals' role in the project.

To open the academic year 1966-67, a major two-day planning session (August 23 and September 1) was held by the COPED staff and the steering committee. These meetings were centered in the establishment of project plans and orientation for the fall term. Although the discussions at these meetings had sufficient range to cover all of what were later to be important developments during the year, the thrust of the final consensus achieved can be labelled "Let's spread involvement."

After the experience in the spring and summer -- through both the study groups and the laboratory training for two important members of the steering committee -- there was some sense that COPED still had not found a clear direction. Part of the dilemma stemmed from the original proposal and its call for a second phase that would take "task forces" into individual buildings to promote change. None of the steering committee members felt ready to lead such a task force, neither the original teachers and administrators who had received about thirty-six hours of training, nor the summer study groups.. No one was about to volunteer. In addition, there was some inclination on the COPED staff to resist being bound to the original proposal. While it was true that the first training sessions had followed the rough outline as proposed, no one in COPED wished to be limited by a document composed before a relationship was developed with the project and already nine months old. Yet, in their need for some firm direction, the members of the steering committee rallied behind the original proposal as a stabilizing element in a field of undirected "chaos."

Many suggestions were made. The Hancock people felt that the school system was under great strain from several directions and that perhaps COPED could help with this strain, to minimize it or make it creative. Various projects were mentioned including the idea of a middle school organization and a curriculum development project in vocational education scheduled to be introduced into the new vocational-technical school opening in September, 1967. The discussion revolved around certain general questions: Where should COPED focus its energies? Building units, for instance, would provide change-agents with thirty-one points of entry, while projects such as ABLE would provide many fewer. Should primary effort be aimed at the project-level, the building level, or indeed the system-level, and are these different levels mutually exclusive?

One factor that aided in a temporary settlement of these issues was the fact that beginning in the fall semester, Hancock change agents would begin to receive training in the Change Agent Seminar. It was generally agreed to postpone any direct-action program at the building level until the training of these seven people was well under way.

It was decided at these meetings that, in the meantime, efforts would be made to extend participation. Concern was expressed over the possibility of there developing an image of an honorary society. It was agreed that people must eliminate the "rites of passage" barriers to membership in project activities. It is clear that the steering committee had already begun to pick up informal feedback that accurately portrayed a significant element of the project's image in the school system as a whole. Many teachers felt that the project was either an administrative tool or an offshoot of the in-group that controlled the

Hancock Teacher Association. Whether or not this view had any basis in fact or not was less important than the suspicion thus created by COPED's very existence. The considerations of this problem of image played an important part in the decision of the steering committee and the COPED staff to concentrate in the first months of 1966-67 on the task of spreading participation in COPED.

Once the decision was taken to spread COPED more widely through the system by increasing its membership, the means to accomplish this were quickly deviced. It was decided to hold an orientation session in October for each of two groups of fifty staff members. These two sessions would be followed by weekends for the same groups as soon thereafter as possible. Close attention was paid to the issue of voluntarism, and the planning group made every effort to make the invitations as voluntaristic-sounding as possible. There was also an effort to invite persons from as many different parts of the Hancock system as possible, including those taking part in various on-going projects. It was also decided that at these sessions there should be some representation of those who had participated in previous training sessions. To accomplish this, half of the principals were invited to each of the weekends.

Before these efforts to extend membership were implemented, other moves were made to inform members of the system about COPED. On August 31 the chairman of the steering committee, who was a member of the Hancock staff, spoke to the new teachers of Hancock, presenting them with an overview of the COPED project and inviting their questionsand participation. On September 13 he also spoke before the Hancock school committee.

The teachers and administrators who were involved during the first year met together on September 29, 1966. The program for this meeting included a panel on human relations training with those members of the system who had participated in summer training presiding. Included were the superintendent, the vice president of the Teachers Association, and a junior high school teacher who had spent five weeks in a training consultant program at the National Training Laboratories in Bethel, Maine. There were also reviews of summer study groups, system projects and prospective training groups for administrators. The conference sub-groups of the previous year met to decide their future courses of action and four decided to disband to join other activities. While the other groups made no decision to disband, none of them met during the school year.

The planning for the all-day sessions for prospective members to be held on October 11 and 13, took place on October 4. Only four Hancock members of the steering committee attended the planning meeting. At the meeting there was a review of the procedures used to select the fifty participants for each session during the previous year. A consideration of these procedures shed light on the previously perceived "elitist" image of the project in the system. Fifty of the participants were selected from the Teachers Association building representatives who were elected to this position. It had been noted at the planning meeting of August 23, 1966 that the position of building representative was not particularly attractive. Thus many people holding the position had been coerced into doing so. Nonetheless, they did represent an aspect of the leadership of the Teacher Association leadership and might have been viewed by some as members of an "in group". The other fifty members were selected from the original list of "status leaders, people participating in particular projects (ABLE, Individualized Instruction, etc.)." Insofar as there existed an in group in Hancock prior to COPED, it was probably composed of these people who were most active in system-wide projects. To select members from this group for training did nothing to alleviate out-group feelings of other staff members.

The programs for new Hancock people did not vary significantly from the model employed at the original meetings held the previous February. The two groups of fifty met on October 11 and 13. Work groups discussed "What changes need to be made in Hancock for it to become a self-renewing system?" and "What does a self-renewing school system mean to me? In what ways will it affect me? How do I feel about it?" The second stage of the orientation, the two "overnights" were scheduled for October 20-21 and November 4-5. The first had to be cancelled because of a lack of funds. A local foundation which had sponsored the first orientation meetings in February and April, had been asked by the Hancock schools to also fund these weekend sessions. As of October 14 no definite word had been received, however, and the Hancock steering committee was forced to cancel the October 20-21 session.

At a planning meeting on October 18, feedback from the two days of orientation meetings was discussed. Apparently there was anxiety among even highly committed members of the project that the programs were creating more stresses than they were relieving. Hancock members felt distrustful of COPED staff; they did not recognize the recommendations presented at the meeting on September 29 as being their own and believed that an entirely new list of recommendations was being imposed on them by the COPED staff. At a late October meeting held with the Hancock steering committee members and the COPED staff, this issue was discussed. It was determined by the COPED staff that the perceptions of Hancock members in regard to what was expected of the COPED staff diverged from the reality of available staff time for consultant aid to the system. It would be necessary, it was decided, to "renegotiate with the original principal-teacher group" and the best way to do this would be a survey via interviews or questionnaire. But no such survey was ever conducted.

Shortly after the October 18 planning meeting, the foundation committed funds for two weekend training sessions. These weekend session were held on November 4-5 and December 9-10. In general the weekeneds were concerned with problems of communication; the November session dealing with communication between COPED staff and school system project leaders, and the December session discussing communication within the Hancock system.

The tentative agenda was planned collaboratively by the COPED staff and the Hancock steering committee. At the session, however, a problem arose over the need to change the agenda. There was insufficient COPED staff to handle the meeting as planned, so the staff proceeded to make adjustments in the program. The Hancock people, not seeing the need for such fundamental revisions in their work, felt betrayed. The difficulty was eliminated in an evaluation session after the first day of the weekend, with both groups participating. The workshop itself concerned the nature of the change process and was designed to include presentations by COPED staff followed by small group discussions.

Also discussed was the issue of conflicting interpretations of the roles of teachers and administrators and how these different interpretations interfere in communication with others within the system. After the workshop, the Hancock members agreed that the agenda revision had been justified and felt that the program of the weekend had been satisfactory.

The issue to be handled at the second weekend involved communication within the Hancock system. But the rather acerbic negotiations that were proceeding between the Hancock Teachers Association and the School Committee had a negative effect on the program of this weekend and on any COPED interventions aimed at increasing communications. The subject of the second weekend clearly followed closely that of the first, yet the effectiveness of the program was limited by the fact that the issue of the negotiations was continually raised in the small groups of teachers and principals that met to discuss communication problems in Hancock. Clearly the problem could not be solved at this session; nonetheless it was hoped that discussion of the issue directly would help to free participants to see the usefulness of open and honest confrontation. There is no basis on which to judge the extent to which this end was achieved. Because there was a very live issue in the system at the time, involvement in the discussion on the importance of open communication was quite extensive. At the very least, it is clear that the COPED message had a greater impact during these sessions than at the first overnight.

## Building Concerns

One of the long-range developments in the intervention of COPED in Hancock has been the focus on the concerns of individual buildings in the system. Although this program did not become operational until the Spring of 1967, interest was expressed in such a program from the very beginning.

The development of the building-concern program was gradual in that from the very beginning of COPED's relationship with Hancock, there were references to the ultimate end of effecting change in individual buildings. The first mention of this objective was in the original proposal before relationship to COPED was established. The proposal contained reference to two phases of an in-service program, Phase I dealing with the training of teachers and administrators in human relations skills and Phase II dealing with the implementation of programs at the building level with "task forces" of change agents. At both the first and later training interventions, building representatives had been among the categories designated as invitees. At the summer 1966 meetings of the COPED staff with the Hancock planning committee, building level points of entry were discussed. At that time, however, no clear building-level function was conceived for the building representatives to perform.

In the fall of 1966, one of the principle concerns in planning meetings and interventions was to spread the concepts and skills associated with COPED training throughout the system. Nonetheless, as early as September, there was some planning of building projects at the two junior high schools. At that time it was clear to the COPED staff that a concrete program was necessary in order to help the Hancock people change from a level of abstract concept and skill development to a level where these skills could be utilized. In general it was not until the spring of 1967 that effective action was taken to accomplish this end. It was at the December 12, 1966 meeting of the COPED executive committee that the idea of "change units or action groups" was first formally discussed. The articulation of a "preceptorship" relationship between COPED staff and trained system members was finally achieved at the January 5, 1967 meeting of the joint planning committee. Once agreement concerning the idea of building level activity had been achieved at this meeting, the preceptors and apprentices went to work on the building level very quickly.

The first task was to construct a list of needs of the individual buildings as seen by the teachers. At a meeting on February 13, 1967, nineteen building groups and one system-wide project were described with well-formulated requests for COPED training and assistance. From these lists the chairman of the Hancock steering committee developed a list of sixteen building concerns. With the list of concerns in hand, members of the steering committee and a COPED staff member for each school worked together as apprentices and consultants, respectively.

Of the thirty Hancock schools, only seventeen participated on the building level to the extent that a topic was chosen and submitted to COPED with a request for a COPED consultant. Of these seventeen, only eleven schools conducted meetings this year. An evaluation of the results of these meetings indicate several difficulties which prevented the groups from functioning more profitably. Most obvious is the clear absence of communication between the COPED representatives and the individual schools. For example, one school has been meeting for years discussing the problem of the under-achiever, priding themselves on their initiative. The staff openly resented COPED's assumption of the responsibility for their success when the COPED representative unaccountably never appeared at their meetings. In one case, the COPED staff member was never notified on the dates of the building meetings. He attributes this to the school's apathy, but the principal had no idea that it was her responsibility to notify him personally. Based on this year's experience it will be necessary to find a new means to opening communication channels between the COPED staff and the schools involved.

As indicated in these evaluations, each school demonstrated its own stage of awareness and receptiveness to COPED goals depending on its previous awareness of COPED, the principal's ability to adopt the necessary organizational and leadership behavior, the nature of the student body, and the already existing channels for both horizontal and vertical communication. Some faculties were openly suspicious of COPED's alleged involvement with the administration, afraid of the voluntary nature of the meetings and the degree of openness required of them in front of their principal, and hesitant to assume any responsibility for their school's problems. One of the buildings, however, exemplifies an already existing sophisticated level of skill in applied group dynamics. It is necessary for the COPED representatives to become more sensitive to the existing school make-up before becoming involved in the group faculty meetings. This means that at some schools, sessions on group dynamics would be attempted before specific building concern topics were tackled. This would also help to eliminate the confusion between "process" and "content" on the part of many principals and teacher who felt that because conclusions were not made on their specific topics the meetings had been failures.

One building experience can provide a model of a successful procedure. All participants felt that they were involved, self-motivated, and had learned a good deal pertaining to their interests. Briefly, the experience included (1) a decision by the whole faculty as to the nature of the meeting they wanted; (2) plans organized by a faculty advisory council with the principal and COPED representatives present; (3) total coordination of expectations; (4) voluntariness, but with total faculty attendance; (5) a decision as to the time of dismissal participated in by all and occurring at the beginning of the meeting; (6) active participation by members of the faculty in a demonstration group on problem solving and its analysis; and (7) the development of self consciousness as to the process of group interaction and a concommitant understanding of COPED objectives. It is only after this basic understanding has been established that it becomes instructive to deal with a "content" problem, using the COPED representative to help the staff solve the problem while improving their awareness and success at group process skills.

One reason for COPED's interest in the building concerns projects was that they themselves were legitimate change projects that COPED could facilitate. Nonetheless, the primary rationale behind this program was to encourage the steering committee members to take to water rather than continue to hide behind the excuse that they were not yet sufficiently trained. It is clear that they would never have felt ready so they had to be helped to be effective with the very considerable skills which they had developed. The building concerns projects were generally unsuccessful, and the efforts of system people were, for the most part, uninspiring. Certainly, significant steps must be taken by the COPED staff and the steering committee membership to increase the effectiveness of these meetings. Nevertheless, it is of great value that a serious, even if unsuccessful, attempt is being made to realize COPED's values and objectives on a working level that involves teachers and administrators in eleven schools.

## The Principals' Seminar

On the basis of a belief that school principals can benefit from administrative and organizational skill training similar to that used in industry, COPED decided to establish a skill development seminar for Hancock principals. The format of the seminar program can be perceived from analysis of the assumptions on which the sessions were based:

1. Voluntary participation would enhance learning motivation;

2. Small discussion and decision-making groups would facilitate information and perceptual exchanges and "unfreezing" of current attitudes;

3. The introduction of specific school-oriented material would benefit learning;

4. The use of an organizational theory text would facilitate learning;

5. Feedback produced by the use of summary notes on class activities would provide assistance in learning;

6. A degree of personal growth through the use of Kostick PAPI test would improve self-understanding;

7. The two-hour period after the school day, for approximately ten meetings, would be sufficient time to produce learning.

The general reaction to the seminar program was favorable, but in a very limited sense. Of the seventeen participating principals, eleven entered the seminar with the hope that they would learn specific skills in making decisions, improving their leadership techniques, giving more leadership to teachers and working more effectively with people. Many of the principals later felt that the seminar had had a positive effect on their administrative styles. Four felt that they had become more democratic in their process of decision-making; four felt that they had become more sensitized to what they were doing; three felt that they had become more aware of the needs of teachers; three felt that they had become more aware of group dynamics. Five of the participants, however, felt that they had gained nothing from the seminar.

Many of the principals attributed innovations in their schools to their participation in the seminar. Seven cited increased teacher participation in general faculty meetings, both through participation in the composition of the agendas and through broadening the range of issues to be discussed at such meetings. Six principals cited the creation of a teachers advisory group to discuss issues and provide advice to the principals. Only two principals felt that they had made no specific innovations as a result of seminar participation.

Most of the participating principals felt that an improved format for the seminar could have resulted in more learning. Only eight of the principals felt that there was a need to discuss general concepts in the first seminar meetings. All of the participants felt that the content of the discussions should have dealt more with the actual problems with which principals were working in their schools, applying the reading and lecture materials to these issues. Every participant wanted to develop specific skills with which to handle such problems.

It was the trainer's opinion that although the participants were willing and did their best to learn, the design format of the seminar did not produce as much learning or skill development as he had anticipated. In comparison with 4½ day programs of a similar nature in industry, signs of participant skill improvement in this seminar were below expectations. The COPED staff member felt that the participants needed more grounding in conference leadership fundamentals and in the use of small group problem- and decision-making exercises. They also needed more training in appropriate actions in personal administrative and organization performance and in team problem-solving efforts. Finally, the seminar leader saw a need for research on the question of the extent to which a seminar such as this should proceed immediately into discussion of the specific problems of the individual participants. While he realized that the principals felt that more and earlier discussion of specific problems was needed, he still feels that it is better to concentrate on general skill development in the first part of the seminar program in order to prevent a weakening of participant morale as a result of premature disappointment and discouragement.

Curriculum Development

Project ABLE had been developed by a Hancock educational policy committee composed of nine members of the system. From the point of view of behavioral kinds of objectives, those nine people made all the decisions. When it came time to introduce Project ABLE to the people who would be implementing it, the superintendent brought in a learning theorist from the organization which was collaborating with Hancock on the planning of the project. The presentation to the teachers was oriented to a theoretical point of view rather than the practitioner point of view of the teacher. A member of the superintendent's office described what occurred:

> He made his presentation to all these teachers who started asking him all these nuts and bolts questions. He couldn't give satisfactory responses to these kinds of questions. He would say, "Well, we'll work that out." It was a very dismal thing, and the project really lost in the eyes of the secondary school teachers. They didn't see Project ABLE as being able to do anything for them or for the public school system.

A deeply felt need to bring to the surface and deal with the feelings of the teachers who would be using ABLE materials brought COPED and Project ABLE together. Much confusion and misunderstanding still existed in Hancock concerning this mysterious new curriculum project, and very little could be done to dispel the suspicion of teachers. It was therefore felt that a weekend program for vocational teachers, principals associated with the project, and Project ABLE staff, devoted to Project ABLE, would be most beneficial. Another factor reinforcing the decision to hold a weekend meeting was the fact that a two-week conference on Project ABLE was being planned for the summer of 1967, to be conducted by two vocational education experts from a university. The administration felt that this two-week conference should be planned collaboratively with the teachers and should involve some programming for dealing with the human relations aspects of initiating a new curriculum in a new school. It was decided, therefore, that the university personnel should attend the overnight, share with Hancock their feelings about the two-week seminar, and hopefully incorporate some of the ideas expressed at the overnight into their design for the seminar.

The overnight program was held on May 12-13, 1967. About 35 Hancock personnel, who would be associated with ABLE in 1967-68, were in attendance. The program staff was made up of both COPED staff and Hancock steering committee members. From the training point of view, the session comprised another step on the way toward developing Hancock's internal resources for human relations consultants. The program began with small groups of teachers, administrators, and university representatives all meeting separately. Later in the evening these groups reported back to the collective body. The reports from the teachers groups were direct, probing, and completely honest. They all concerned the doubts, suspicions, and ignorance that the system as a whole felt about Project ABLE. It was decided that the next day the administrative head of ABLE would address the whole group to answer issues that were answerable, that is, those that were informational in nature rather than accusations as to how theproject had been set up and was being conducted. It became evident, although previously known and constituted a primary reason for holding the conference, that despite the several pieces of literature that had been circulated in the system concerning the project, there was general ignorance and therefore suspicion of it. The presentation was well received, and in this respect the w weekend was successful in dispelling many of the unfounded rumors that had been circulating about the project. There was universal agreement within the COPED staff that this weekend was probably the most successful intervention COPED had made in the Hancock system. Genuine issues were discussed, genuine feelings were aired, and genuine satisfaction marked the reactions of most of the participants.

It was hoped by the COPED staff that the leaders of the summer seminar from the university would ask the help of COPED in planning the two-week seminar. There was an attempt by them to include one member of COPED in the planning, but when they learned that he would not be able to attend, no further efforts at cooperation were made.

The principle gap in Project ABLE planning had been the absence of internal public relations which would have better prepared the system for the eventual acceptance of a new curriculum. In a sense, the overnight program was an attempt to make up for lost time.

Hancock had learned the importance of the human relations dimension in the introduction of change in a system.

A major innovation to be considered by Hancock was participation in ES 70. This program was developed by the Division of Adult and Vocational Research of the United State Office of Education and was concerned with the formulation of a student-centered curriculum which will allow maximum flexibility in post high school activities for both vocational and academically oriented students. The goals of such a curriculum is to permit post high school activity choices to be made after graduation from high school. A student should graduate from an ES 70 program equipped with entry-level occupational skills and with the qualifications necessary for continued education.

Approximately fifteen school systems across the country are involved in the project, which began in the summer of 1967. No specific statement has been made as to the duration of the project except that the materials developed by ES 70 for national dissemination would not be expected before 1970. Hancock viewed ES 70 not as a new and additional project but rather as a new source and type of funding which would provide coordination and additional financial and personnel resources for existing projects such as ABLE. As the superintendent stated it, "ES 70 will mean more money, help and assistance to do what we're doing already and to add to it only as we please."

When the superintendent realized that Hancock was about to receive an invitation from the U.S. Office of Education to join the ES 70 project, he asked members of the COPED staff for advice on how to proceed. At a luncheon meeting with three members of the COPED staff, the assistant superintendent, the president-elect of the Teachers Association and the superintendent, it was agreed that the mistakes of the introduction of Project ABLE two years earlier must somehow be avoided. It was suggested that the system give its teachers a day off to discuss, evaluate, and make recommendations about participation in ES 70. The superintendent accepted the suggestion immediately. At the same luncheon, the Hancock members designed the entire schedule of activities for the day, without any substantial aid from COPED staff members sitting at the table. This incident was probably the most significant outcome of COPED's work in Hancock.

The calling of this teachers conference served two functions. The first was a meeting of the requirements of the recently approved teachers contract. The contract specifies that no major curriculum projects will be approved withouout the School Committee's hearing the recommendation of the Educational Development committee of the Teachers Association. As this committee did not yet exist, the teachers' comments and concerns regarding ES 70 as expressed at the conference were to be summarized by the executive committee of the Teachers Association and presented to the School Committee in lieu of a report from the Educational Development Committee. The final decision regarding participation was made by the School Committee, but the new contract guarantees that teachers will be informed and their reactions will be heard before major curriculum decisions are made. The second function was to implement the lessons in human relations learned by the administration, to show how important it was to the central administration that, whether contractual requirements existed or not, the entire staff participates in the decision-making process.

The conference began on June 14, 1967 at 9:00 a.m., following a brief meeting of the COPED staff and the selected group leaders from the Hancock faculty. At a general session, an explanation of how Hancock became involved with ES 70 and the purposes of the conference were the first activities. The faculty was then divided into 26 groups, with four roving COPED people providing assistance to group leaders. Later each group presented a question to be answered at the general session by a panel representing the superintendent's office, the Teachers Association, and Projects ABLE, SEARCH, AND PLAN. At this general session, the groups also summarized their reaction to ES 70.

The general reaction of the teachers to ES 70 was positive, although many were opposed to participation. Some felt that the question had already been decided and that participation was a foregone conclusion. Others expressed feeling that participation in ES 70 was an expression of certain individual's personal ambition and not a response to system's needs. Teachers in private comments characterized those who vocalized comments favorable to ES 70 as "bucking for principal job" and when a critical comment was made, they noted that the speaker was leaving on sabbatical. Others felt that the system had enough (or too much) going already and gains from these experiments should be consolidated before taking in another project like ES 70. (This comment elicited applause from the audience). One teacher expressed concern that a class with a cross section of students would defeat the idea of ability groupings. Others mentioned that they couldn't even obtain supplied as needed despite all the money in the system for projects. One teacher asked, "Are we changing for change's sake?" Another said, "We're taking a dive with a blindfold on. We now have kids on the college track who cannot get into college -- with ES 70 and same instruction time we're to prepare kids for both college and vocations? It's an impossibility."

It was clearly not a foregone conclusion that Hancock was to participate in ES 70. The superintendent had agreed to reject the program if the teachers disapproved it. In the view of COPED staff members, it was the realization by the teachers of the superintendent's sincerity in taking their interests and desires into account that made the difference between rejection and broad-based affirmation of the program by the faculty.

In reaction to the conference itself, at least three teachers mentioned to COPED staff the contrast they saw between this conference and the "fiasco" at the introduction of Project ABLE. They attributed the change in atmosphere to COPED. "Now there is recognition that teachers are people whose needs invlude coffee breaks, a decent lunch, and having their questions listented to." This, in combination with the reorientation of administrative attitudes and procedures, represents the difference COPED has made to the Hancock school system.

# COPED IN OLD CITY: INTERVENTIONS, DILEMMAS AND CHANGE IN A SCHOOL SYSTEM

by

Paul C. Buchanan and Robert E. Chesnoff

# COPED IN "OLD CITY"

The objectives of COPED* were to develop, apply, assess and draw generalizations regarding the effectiveness of specific strategies of planned change; to contribute to an understanding of problems and processes of planned change in school systems; and to help a few school systems become more effective and self-renewing." The purpose of this paper is to report the experiences of a team from the New York staff of COPED in attempting to attain these objectives in collaboration with one large school system. Attention will be given to the activities or steps called for in the strategy of change initially developed by the New York staff, to modifications which were made in these steps, to circumstances which led to such modifications, to "short-range", "clinical" information regarding the impact of the project upon the school system, and to generalizations derived from the experience. Analysis of the pre-post measurements has not been completed at the time of the writing and will be forthcoming at a later date.

## I. Background

In brief, the strategy (see Miles and Lake, 1967) which was formulated by the NYC COPED staff during the early phases of the project began with initial focus on the central administrative unit of the school -- the superintendent and his central staff (hereafter referred to as the "Cabinet"). With a self-study approach, utilizing information obtained from systematic examination of current processes of work and from questionnaires, the intent was to free the cabinet for more open, collaborative, systematic problem-solving, and to deepen the members' motivation to provide leadership in a systematic change program in the whole system. To the degree that the cabinet accomplished genuine change in its own climate and problem-solving effectiveness we expected it, with help from the COPED staff, to devise appropriate working structures and to plan and conduct team-development and problem-solving activities with units both above (e.g., the Board, community organization etc.) and below it in the system. We expressed these units, in turn, to develop structures, climate, and problem-solving capabilities. These activities would contribute to a program of self-renewal that would result in improved effectiveness of the school system -- i.e., in better education of students.

A team consisting of a program director, resource staff members, and graduate assisstants undertook primary responsibility for COPED work with Old City. As part of their work they prepared detailed notes about their plans, actions, and impressions of what happened after each contact with Old City. Observers (usually graduate students) recorded happenings at several of the major interventions. In addition, Old City designated a person from the system to serve as historian. These sources provide the bases for the "clinical evaluation used in this report.

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*Cooperative Project in Educational Development

Old City which has a population of about 115,000 is one of the many communities in the Eastern United States which are struggling to keep their public schools functioning in the face of rapid social and economic change. Ten years ago Old City was characterized in a national magazine as "a medium-sized metropolis that was slowly dying." That article served as a catalyst to efforts by government and business leaders to reverse the trend. A "Greater (Old City) Council" was formed and it spearheaded development of a master plan. This master plan included the creation of a ligh industrial park, and construction of new public buildings and an apartment complex in some of the worst slum areas. The city government was changed from a commission system to "a strong mayor-city council government and a Citizens Action Council." A non-profit corporation was formed later to run anti-poverty programs. The School Board, in conjunction with the local state college, the anti-poverty corporation, and other agencies established a massive pre-kindergarten program, a special reading program, special teacher training programs, a day and evening adult education program, a "school for dropouts", an Outward Bound program, a skills training center, and a demonstration school.

Despite these actions, a report prepared as an application for a "demonstration city" grant during the spring of 1967 indicated that many educational needs were stil unmet. For example, the report states, "Reading levels for adults applying at (Old City's) manpower center rest on the average at the fourth or fifth grade level..., the academic and vocational training now offered...is in many ways traditional rather than attuned always to the needs and capabilities of the 'inner-city student, it has been increasingly difficult to recruit quality teachers...(teachers) begin to doubt both the inner-city child's ability to learn and their own capability to teach them. They are burdened with large classes, clerical and sub-clerical tasks, and suffer from shortage of materials and lack of specialist aids, there is no comprehensive plan coordinating and structuring the various programs now operating in the City, and seven of the schools...show enrollments of 90 to 99% non-white."

Old City's public school system consists of 15 K-through Grade 6 schools, 3 K-through-grade-schools, 2 grade-7-through 9 schools, and one large high school of over 3,300 pupils. It has a professional staff of about 900, and an administrative staff of about 80. The student population, currently about 18,000, is declining in number as families move into the suburbs and as students shift to private and parochial schools in the city (enrollment currently around 12,000). With very few exceptions staff are life-long residents of the area.

Why was Old City interested in COPED? As the above information indicates, the superintendent was aware of Old City's problems, was attempting a number of innovations for coping with them, and saw promise in the COPED approach as indicated by his experience in the one-day meeting held in December, 1965. (See below.)

Why was COPED interested in Old City? It represented one of the kinds of cities in which we wished to apply our strategy, a metropolis , with an "inner-city", yet with a sufficiently positive outlook that improvement was not hopeless, with a superintendent and some key staff members who were sufficiently "on top of their jobs" that they could devote the time the project would require of them, on the basis of our work with them at the December meeting the staff appeared to be people with whom we could collaborate.

This report will be structured around the major steps called for in the initial strategy so that the modifications which were made as the project developed, the events which led to the modifications, and the short-range consequences of each step can be highlighted. As an aid to the reader in understanding the chronology of events in Old City, the following is provided:

1965: Dec. - Invitational conference with 19 other systems at Zenith House
1966: Feb. - Beginning work between COPED staff and the Old City Cabinet
Mar. - Ontario meetings
Apr.-May - Task Force meetings
Jun. - Formation and 1st meeting of Advisory Committee
Sep. - Two-day meeting of Cabinet
Oct. - Two-day meeting of Advisory Committee
Nov. - First administration of Core instruments.
1967: Jan. - Orientation sessions with all professional staff
Feb. - First two-day workshop for building leaders
Mar. - Second two-day workshop for building leaders
Apr. - Building meetings began
May - Advisory Committee reviewed building-level work
Jun. - Second administration of core instruments
Jul. - Four of the Old City staff attended NTL
Oct. - Advisory Committee began follow-up on work being done by building teams.

## II. Interventions Involving the Key Administrative Group

The strategy initially formulated called for the COPED staff to establish collaborative relations with the superintendent and a key administrative group (or "Cabinet") in from two to four systems and for each cabinet to become the initial focus of team-development. And the group having responsibility for managing the whole process in their system.

As a first step in implementing this, superintendents from 20 school systems were invited to come, with from two to four key staff members, to a one-day conference which was held in December, 1965 at Zenith House where the concept of COPED would be described and demonstrated. In addition to being of some immediate value to the participants, it was expected that this meeting would provide the school system teams a basis for knowing whether they were interested in becoming part of COPED. It would also provide the COPED staff information relevant to their deciding which systems seemed best to meet their criteria for long-term collaboration. The superintendent, an assistant superintendent, two project leaders, and the school psychologist from Old City participated in this conference. Both the COPED staff and the Old City group later decided they were interested in collaboration, and steps were taken to work out the plans and commitments which this involved.

One of the major interventions called for in the COPED strategy was a one-week meeting of the Cabinet of each participating school system during the summer of 1966 for the purposes of developing each Cabinet into an effective team and for formulating plans for the ensuing year. The superintendent of Old City was amenable to the idea of having a central group which would provide leadership to the project but at that time he did not have a cabinet. When facing a problem he tended to talk individually with one of his assistant superintendents and the business manager, then got the reaction of the other assistant superintendent before making a decision. Initial work by the superintendent and the COPED staff resulted in the discovery that the three persons wanted to work with the superintendent as a group, so a "Cabinet" to provide direction to COPED was formed.

Difficulties arose regarding the proposed summer conference. At the meeting in February 1965 of representatives from the five systems which were considering joining COPED, the superintendent of Old City stated that he could not commit the time of others from his staff who should attend without discussing it with them, and that many of his staff had already made summer plans. This issue was left unresolved, although the Cabinet and the COPED staff began work on other aspects of the project (see next section) during the spring of 1966. Then in June, in a meeting of about 15 people whom the superintendent thought should be invited to participate, the COPED staff presented reasons for holding the summer meeting and what they expected would be accomplished. Several of the key people made it clear that they saw little value in such a meeting and said that their plans for the summer prevented their attending. The superintendent proposed that attendance be made voluntary, that those interested who could fit attendance into their summer plans should do so, and that the proposed meeting of the key administrative group be held in the fall. About half the group volunteered to attend the summer meeting. However, this plan also failed to materialize. Upon learning that one of the other school systems was withdrawing from COPED (the superintendent and assistant superintendent had left the district), the superintendent at Old City, in consultation with a member of the COPED staff, decided that the Old City would not take part in the August meeting. When the issue was raised again in the fall, there was difficulty in determining who constituted a "key decision-making group" and thus who should participate in the off-job meeting. Finally, the superintendent and a member of COPED decided that this should include only the Cabinet, and that a two-and-a-half day meeting would be sufficient. This group, with two of the COPED staff, met from Sunday evening through Tuesday noon in late September.

The outcomes from this meeting which were called for by the strategy were as follows:

1. Development of the participants into an effective problem-solving team, through
   - --- each person becoming more cognizant of the intentions, the perceptions, and the values of each other;
   - --- enhancing norms supportive of openness, mutual influence, and confrontation of conflict; and
   - --- new ideas and skills regarding ways they might make decision.

2. Formulation of plans for carrying-out actions on the Ontario task force recommendations. (See below for a description of the Ontario program.)

3. Development of long-range plans for self-renewal in the school system.

The actual outcomes, as indicated by subsequent events, were as follows:

1. The Cabinet became the central unit in planning subsequent COPED activities, and it met periodically throughout 1966-67.

2. An Advisory Committee which met the previous June was reconstituted to provide representation of each level of principals and teachers (i.e., elementary, junior high, and high school); it was given the responsibility to promote effective communication to the role group members represented; to advise the superintendent regarding work with COPED; and to take over responsibility for work on the task force recommendations.

3. The Cabinet decided it should meet regularly to exchange information of mutual interest, and to explore ways of making better use of members' time. One meeting was held for this purpose, in May 1967, in conjunction with two members of the Board. In preparation for the meeting with the Board, the business manager met with his key assistants and three principals to identify any problems the principals had with the business office. The Cabinet-Board meeting resulted in the establishment of a new position in the business office, in a decision to find larger office space for the business office, and in a change in procedures for hiring staff for the business office.

4. During the September off-job meeting of the Cabinet, several issues requiring long-range attention were itemized. However, thus far no action has been taken regarding them.

5. There was little noticeable change in the problem-solving practices of members of the Cabinet attributable to the off-site meeting -- there was little shift toward collaborative problem-solving, the superintendent continued to seek out the opinions of members one at a time before making a decision, and there was little increase of trust among members.

6. Some procedural actions were taken regarding the Ontario task force reports. (See next sestion.)

## The Ontario Meetings

In March, 1966 as part of a Title I project, Old City planned to hold an in-service training meeting for approximately 50 teachers and all administrators. In light of their enthusiasm for what they knew about COPED, those responsible asked the COPED staff to help conduct the in-service meetings, utilizing some of the ideas and methods demonstrated at the COPED meeting at

Zenith House. The meetings were held at a conference site called Ontario.

These in-service meetings meant deviation from the COPED strategy for two reasons. The first reason was that conducting them meant undertaking work with people from all levels of the organization before team-building was begun at a top level. Secondly, these meetings would constitute an intervention before the initial bench-mark COPED-wide "core instrument package was administered. After discussing the question among themselves the COPED staff decided to help conduct the meeting, believing that the gains of doing so would outweigh the losses: the in-service sessions were already scheduled at the time. we were asked to help them and would be held whether we participated or not, and we thought this would be a meaningful way to convey the idea of COPED effectively and for us to become acquainted with a large cross-section of the staff, a condition which would contribute to the receptivity and understanding with which staff would respond to the questionnaires when they were administered.

The COPED staff met with the participants in Old City before the Ontario meeting and collected data using two pencil-and-paper instruments and buzz groups. From these sources it became clear that generally, the Old City educators were not optimistic about the possible results of "another meeting" and "more talk and no action." When queried about possible barriers to productive outcomes of the projected meetings, they identified a reluctance to being frank and pessimism that anything concrete would come from the meetings.

From thirty-four problems listed in one of the questionnaire the participants indicated the most important to be, "Poor public image of our school system in the community," and "Lack of parent interest in school's work." Buzz-group responses indicated that, for many, "faculty meetings," "inadequate building facilities," and "apprehension and mistrust" were seen as serious difficulties.

Two three-day residential meetings were held at Ontario. Participants included 21 teachers, 25 principals, and 26 central office administrators, directors and special services personnel, and a guest from the State Department of Education.

During these meetings the participants studied the pre-Ontario data which the COPED staff members had prepared for feedback, and diagnosed the system for the identification of most pressing problems. From a long list, several problems were isolated for further study via a systematic problem-solving sequence which was introduced by the COPED staff members, who played a relatively active role in determining methods of work, but not with respect to the content of the problem-solving. The COPED staff consistently left it to the members of the system to "do the work". (Buchanan, 1967)

These meetings proved to be very effective in creating understanding of the "COPED approach" to self-improvement, in obtaining collaboration among all levels of the organization, in developing enthusiasm for change, in identifying issues requiring attention, and in illustrating a systematic plan of problem-solving (Watson, 1967; Watson and Lake, 1967).

Within two weeks after Ontario, a COPED staff member and the Cabinet formed participants into five task forces to continue work on the major issues and to formulate specific recommendations for action. The topics for the five task forces were:

1. Improving communication and clarifying roles;
2. Relations of special service groups;
3. Teacher morale;
4. Developing understanding of the inner-city child*;
5. Public image of the schools.

COPED personnel served on the task forces primarily as observers or as consultants but were much less active than the COPED staff had been during the Ontario meetings.

Each task group met at least four times. Then an assembly of all Ontario participants was held during an afternoon early in June, at which time each task force presented both an oral and written report of its findings and recommendations.

Several of the recommendations were carried out. Before the assembly adjourned, the superintendent announced that he accepted a task force's recommendation that an advisory or steering group be formed to facilitate communication. He stated its tentative membership, and asked that it meet the following week to help implement other task force recommendations. On the basis of information developed and the action proposed by another of the task forces, the superintendent later obtained Board approval to establish a new position of Director of Pupil Special Services to provide coordination and leadership to the service groups. Members of several service groups (nurses, psychologists, social workers, etc.) worked out descriptions of their jobs, then met with members of other groups to resolve overlaps between and disagreements about their responsibilites -- actions about which people concerned were very enthusiastic. Some of the task force reports influenced planning which was done by existing committees, particularly the one on curriculum and in-serve training. Yet, as will be seen below, responsibility for implementing the task force reports was shifted around considerably and they became an important factor in the COPED project -- in both positive and negative ways.

## III. Interventions Involving the Advisory Committee

As mentioned above, the superintendent accepted the task force recommendations that an advisory committee be formed and immediately appointed members to it, and asked it to meet to help him consider how to implement other recommendations of the task forces. In view of the nearness of the end of the school year, the committee suggested that work be done on the task force reports at the summer conference. Since that meeting was not held, the Cabinet put action on the task force reports on the agenda of its September meeting.

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*It is interesting to note thant in the pre-Ontario data-gathering, the nature of the pupil population was not identified as a pressing problem.

An advisory or steering committee was not anticipated in the initial strategy (although several COPED staff had worked with other school systems which utilized such committees). One of the staff working on the Old City project felt rather strongly that having the committee was dysfunctional to the strategy in that as an advisory or planning group it would becloud the functioning of the Cabinet, and as a communication link it would becloud the function of administrators who were not members -- especially principals. However, the others felt that this committee could augment rather than impede the work of the cabinet and the principals, and that since it was recommended by a task force and the superintendent had committed himself to the idea before the COPED staff was in a position to talk it over, the decision was to not make an issue about it. (In later meetings of the Committee, a COPED staff member did call attention to the potential distractions the committee might produce, and some actions were considered for reducing this likelihood.)

As had been noted, COPED strategy called for team development and planning by the Cabinet, to be followed by team development and systematic problem-solving by successively lower (and higher) organizational units. In view of the fact that the Advisory Committee had been established, and since it then had responsibility to follow through on the task force reports, the Cabinet and COPED staff arranged for the Advisory Committee to hold an off-site meeting for team development and to work out action on the task force recommendations. But disagreement arose between the COPED staff and the Committee members concerning the length of this conference and regarding whether. the primary focus of the conference should be on what to do about task force recommendations which had not yet been acted upon or upon team-development. Thus, while COPED evaluated the outcome in terms of the same criteria used in assessing the Cabinet meeting (which see above), the members were more concerned about having a plan of action. The actual outcomes appear to have been the following:

1. Little was accomplished regarding team effectiveness. Members arrived late for the opening meeting and for the opening session on the second day; they decided to end the meeting a half day earlier than planned (so it turned out to last from 10:00 one morning until 12:30 p.m. the following day); and while many "hidden agenda were revealed, they were not confronted. The only decisions made resulted from a proposal outlined by the superintendent, the rest of the group contributing mainly by helping work out details for implementing it. As one member said during the meeting, the only time the group was able to work was when they were operating in their old familiar way -- "all sat back and waited until the superintendent presented an idea", then later many criticized him for dominating the meeting. There was some process analysis" -- discussion of how the meeting was conducted and how members viewed it -- but the

main thing this revealed was members' discomfort in doing process analysis, and thus the meeting seemed to strengthen resistance to any further team-development meeting.

2. The task force recommendations were discussed, but no steps were planned to implement them. However, much concern was displayed about "lack of action" regarding the task force reports, and about maintaining the involvement of the many teachers who took part in Ontario and/or the task force work.

3. The committee worked out a long-range plan for system self-renewal, consisting of the following:

   a. Each building (and department in the high school) would become a focal unit in self-renewal.
   b. The task force recommendations would be dropped as such, leaving to the staff of each building the decision as to what issues they wanted to work on. (This carried the assumption that if the issues identified by the task forces were important, the building staffs would say so.)
   c. Problem-solving activity, using the Ontario approach as a model, would be undertaken in all buildings simultaneously. The faculty of each building would be asked to select one or more representatives -- about one per 20 teachers -- to work with the building administrators as a leadership team. An orientation meeting of all professional staff would be held as soon as possible to get this under way, and each building would be asked to report on its progress in January. COPED staff would try to provide consultation help to buildings which requested it.
   d. The Advisory Committee would serve as a source of information and recommendation to the Cabinet, with the Cabinet being the decision-making unit.

The COPED staff members who took part in this meeting strongly disagreed with the plans which were worked out. We felt it was a mistake to begin at the building level without doing more to increase team effectiveness at higher levels (e.g., the Cabinet, and the Advisory Committee, and the Cabinet and principals). We argued that if the building teams identified basic problems, some of the problems would require changes in the relations among principals, some would require changes in the relations between principals and central office staff, and some would require changes in structures and procedures which only the Cabinet could do anything about. Unless relationships, problem-solving skills, and practices of Cabinet members and principals were effective, work at the building level would likely either not be more than "going through motions" or would lead to frustration and disappointment. (Note that our initial strategy called for such team-building at successively lower levels -- and that the Advisory Committee proposal was an important deviation from the initial COPED strategy). We also argued that activity at the building level should be undertaken on a pilot basis in order that the COPED staff could provide the required help and so that what was learned from the experiences in one building could be used by others. We also strongly recommended that, if the plan being considered were undertaken, a training session be held with principals before building level work begun.

In view of the objections of the COPED staff to this plan worked out by the Committee, a special meeting of the Advisory Committee and the COPED staff was held later to reconsider the question. However, the major plan was maintained -- almost all members thought activity had to be undertaken in all buildings in order to avoid criticism by the faculty. It was agreed, however, that a two-day training workshop would be held for the leadership teams of each building (the administrators and the teacher representatives) before building activity was undertaken. The committee also decided to familiarize the principals with the plan before holding orientation meetings with the faculty.

The Advisory Committee met periodically throughout the winter and spring, and during the fall of 1967 to exchange information regarding progress, to suggest actions for consideration by the Cabinet, and to obtain information about progress to convey to the professional staff. (As one means of keeping the total staff informed, a summary of each Advisory Committee meeting was prepared by one of the members and distributed to all staff.)

## IV. Data Collection and Feedback

COPED strategy called for the collection of information by means of written questionnaires from all administrative staff and from a sample of teachers and students before interventions were undertaken. These data were to be fed back to various staff groups (beginning with the top group) as a basis for diagnosis and problem-solving. They were also to be used by the COPED staff in studying the interrelations among organizational variables as they relate to change and in describing the system at the time the project began.

Plans called for key members of the school system to work with the COPED staff in determining what data should be collected. This was to be done in part at a planning meeting in the Spring of 1966 and in part at the summer one-week workshop. Neither of these actions materialized. The fact that the national COPED plan called for all centers to use the same "core instruments, and the fact that agreement regarding the core instruments had not been worked out among the COPED centers, led the New York staff to postpone meetings with the school system personnel on this question during the spring of 1966. Since the Old City group did not participate in the summer workshop, the issue could not be explored there. Once agreement among COPED centers was reached (in the fall of 1966), the pressures were strong to administer the questionnaires immediately.

The questionnaires were reviewed with the Superintendent and Board in October. One change was made at the request of the superintendent, and approval was given to administer them. The requested change was in a questionnaire to be filled out by fifth-grade and eleventh-grade pupils. The particular items dealt with the presence or absence of the father in the home. It was argued that the items were "sensitive" and there had been complaints a year earlier from civil rights groups about another questionnaire in another project.

COPED staff members and the Assistant Superintendent met with all principals to explain the way data-gathering fitted into COPED work and to formulate specific plans for the administration of the instruments. Teachers and a sample of students were then administered the questionnaires with little discussion of purposes or use.

To most of the teachers and all of the students, the questionnaires were their first involvement with COPED (the exceptions were teachers who had been at Ontario or had served on the Advisory Committee). Information reported by members of the Advisory Committee and from teachers with whom COPED staff members talked at later meetings, indicated that a few teachers thought the question asked in the instruments were important and that they found filling them out was provocative, but that many were irritated by having to take them, questioned their validity, and felt negatively toward COPED.

The only data from the core instruments which were fed back to members of the system immediately were the responses of high school department heads to three of the questions. These data were studied by the administrative staff of the high school as part of an orientation to COPED. This seemed to generate considerable interest in the data, but plans to continue the general feedback were not supported by plans developed by the Advisory Committee.

The core instruments were administered again in June, 1967 to the people who took them originally.

## V. Building Level Problem-Solving

### A. Getting Started

As indicated above, the approach to self-renewal worked out by the Advisory Committee identified the school buildings as the focal unit for change and systematic problem-solving as the major activity. One of the objectives of the Advisory Committee was to facilitate involvement of all professional staff in the operation of the school system. To implement this, the Committee decided to ask each building faculty to select teachers to serve with the building administrators as a "COPED team" to plan and carry out the problem-solving work in each building.

In order to launch the building work, two facilitating steps were subsequently planned: to hold meetings with all professional staff to familiarize them with the plans and to conduct workshops to help the leadership teams (principal and teachers) prepare for their work.

The specific objectives of the orientation meetings were to inform the whole staff about the approach being taken, to familiarize them with the concept of COPED, to enable them to select teacher representatives, and to generate enthusiasm for the idea of building level problem-solving.

As a first step in orienting all staff to the plan, the Cabinet and COPED members met with all principals. After being brought up-to-date on the current state of COPED affairs, and on the general approach the Advisory Committee had recommended, they were asked if they wanted to hold orientation meetings with their own staffs or if they preferred that COPED staff do so. The principals came up with the idea of forming clusters, each consisting of a junior high and the elementary schools whose pupils later attended the junior high school, and of having COPED staff meet with each cluster to explain the plan. This idea was accepted by those present at the meeting, and a series of cluster meetings was held in January, 1967. These meetings, each of about one hour, consisted of a short lecture about the concept of COPED, and of separate meetings of each building staff with a COPED staff member, during which each group was briefly engaged in a demonstration of group problem-identification, then each was asked to select a teacher to serve on the building leadership team.

## B. Leadership training for building-level problem-solving

The workshop consisted of two phases: a two-day off-the-job training session and a two-hour meeting of each building leadership team to formulate specific plans for conducting the first building meeting, utilizing their learning from the workshops. All administrators and approximately 50 teachers participated in one or the other of the two workshops. Part of each school's or each high school department's leadership personnel came to each in order that not too many people would be away from the school at one time. This plan necessitated the further plan for the leaders from each building to get together back at the schools after the workshops to formulate specific plans for working with their colleagues.

By the end of the workshops, the COPED staff hoped that each building leadership team (which consisted of the principal, other administrators, if any, in the building, and from one to four teachers, depending on the size of the school) would:

1. be clear regarding the purposes of COPED and the place of building/department work within these purposes;
2. be clear regarding responsibility of the building/department leadership teams;
3. have some alternatives for ways each leadership team could work with its staff teams;
4. have some clear expectations regarding problems likely to be encountered in building/department work;
5. have developed relations across role groups which would facilitate effective COPED work; and
6. be ready for a subsequent meeting of each total building/department leadership team to coordinate future plans.

As these objectives indicate, the workshop focused explicitly upon helping building teams prepare for the problem-solving sessions they were to conduct with their faculties. How effectively was this done? One of the COPED staff (Buchanan, n.d.) made a detailed analysis of the workshops, and concluded that some progress was made in formulating plans for the administrators and teachers to work together with the building staff, in developing some specific actions the teams might take in working with their faculties; and he concluded that some learning had occurred regarding the importance of openness of communication and regarding ways of exerting and receiving influence across hierarchical levels. He also concluded that "the main weakness of the workshops was the strategy of which they were a part -- to require all building administrative staffs to participate, and then to depend so much for success on a two-day meeting."

## C. Building-level activities

As part of the Advisory Committee's plan, each building team was to hold at least one meeting of its faculty during the spring (1967) to begin the problem-solving process. Anticipating that some problems could be solved at the building level while others would be system-wide and require action at higher levels, and in order to stimulate interchange among buildings, the Advisory Committee asked each building (and high school department) to submit to it by May 10th a report on problems identified and on progress. An Advisory Sub-Committee was formed to integrate the reports and to prepare a newsletter informing all staff of the major issues identified and the work done. Examination of these reports provided an important source of information regarding the impact of COPED.

In the high school, 8 of the 10 departments held at least one meeting. Three indicated that they planned further activities. One met twice and then held a conference in conjunction with the junior high schools. One department concluded it had no problems.

Eleven of the fifteen elementary schools reported meeting at least once and there was indication that perhaps five of them were "turned on. One held weekly meetings of the principal and those teachers who wished to attend, then the group which met reported periodically to the whole staff. One planned how to use COPED "core instrument" responses as a means of identifying problems and planned to obtain appropriate data from the COPED staff. One held two meetings of the total staff, then formed an action committee to follow through on the issues identified.

Of the 5 junior high schools, two held four meetings, one held three, one held two, and one held one meeting of the total group but had continuing meetings of the leadership team. It appears that, despite the size and complexity of the junior high schools (three of them were K through 9, and all had staffs of more than 50 teachers), they became the most active. Perhaps it is useful to describe the procedure followed by one junior high school team (as described in its report on May 10th):

March 30 - Change agents (i.e., teacher members) met with the administrators and were told they could proceed in whatever manner they thought proper. (The administrators left the meeting at this point.)

The change agents divided the faculty into 3 groups with a change agent as chairman of each. At the first meeting, teachers were to be asked to identify areas in which improvements were desired and needed.

April 3 - The 3 groups met and identified problem areas, which were recorded. It was agreed that this initial meeting would not allow discussion but merely identification of problems.

April 5 - The change agents met and consolidated the problems from the 3 groups into one list, in order of importance as indicated by majority of teachers. They decided to notify the administrators and teachers of the list.

April 10 - The 3 groups of teachers met to make recommendations about the highest priority problems.

April 13 - Change agents presented the list of problems and the teachers' recommendations regarding the high priority problems to the administrators. These were received with an interested, friendly, cooperative attitude by the administrators.

April 27 - Change agents discussed the discipline problems in the school with the administrator who was unable to attend the April 13 meeting. Further discussion by the change agents and all of the administrators was set for May 11.

In the fall of 1967, several schools were intensively continuing their problem-solving work. A full report was planned by the Advisory Committee sub-committee for January, 1968.

### D. Intensive training for selected internal change agents

During the summer of 1967, three people (a teacher, an elementary principal, and a junior high principal) attended a five-week training program in Bethel, Maine designed to prepare school personnel to serve as consultants on organizational change and in-service training in their school systems. At the time of this writing, plans were under way to provide role assignments for these people to perform.

## VI. Discussion

What had been accomplished so far in Old City as a result of COPED? This question was discussed by the Advisory Committee and a COPED staff member in October, 1967. While members could not be sure how much of the changes they noted were attributable to COPED, they mentioned that COPED had definitely resulted in their identifying, consolidating, and sharing what all professional staff thought their problems were. They were referring to the list prepared by the sub-group of the Advisory Committee and presented in the Newsletter. It was felt that the Advisory Committee provided a structure or a vehicle for resolving problems of system-wide nature, and it provided building staffs a vehicle for working on building problems. Advisory Committee members said that COPED had also considerably increased the involvement of teachers in the operation of their schools. Then, a large number of improvements were identified on the issues listed in the Newsletter. When someone asked if the staff had developed the skills and resources for continuing work on their own, the general response was that they had acquired this only to a limited extent. This discussion, however, led to the question of how well the Advisory Committee knew the building teams' needs for skills and resources.

The outcome of the meeting was a plan by which the Committee would (a) inform all staff about what had been done thus far on the system-wide problems identified, (b) find out what skills needed to be worked on, and (c) find out what help building teams thought they needed. Then the Committee would attempt to provide leadership in working on the issues needing work and obtain the help required by the building teams.

In its initial statement of strategy, COPED listed some short range criteria by which movement toward self-renewal could be gauged (Miles and Lake, 1967). While analysis of the core instrument data will provide a more systematic assessment, the following seem to be a reasonable description of accomplishment on each criteria.

1. Improved effectiveness of problem-solving. Some improvement was attained in several of the building staffs, in the system's curriculum committee, and possibly in the Advisory Committee.

2. High self-sustaining motivation of members to accomplish the goals of their groups. The most relevant place to look for this is in the Cabinet and the Advisory Committee, since these groups are giving direction to the self-renewal effort. Indications are that motivation is not yet self-sustaining, the Cabinet meets only when a COPED representative initiates it, and the Advisory Committee has met only in response to action by the Cabinet.

3. A climate supportive of effective job performance. There has been improvement in this in some of the buildings in that teachers have a means for exerting some influence and for helping identify and solve problems.

4. Structures and procedures which facilitate self renewal. This is the area of most accomplishment and most promise for further self-renewal. The Cabinet, Advisory Committee, building leader teams, business office ad hoc committee, long-range planning committee, Newsletter committee, and the Director of Special Services are new structures which can support or facilitate self renewal. Three key members have received special training in consultant skills, and roles are being worked out from which they can contribute. The Newsletter (and the committee which prepares it) provides a procedure for publicizing information about self-renewal activity, for listing problems and progress -- and for making commitments which elicit action.

5. Belief that one's contributions count. In looking over the actions which were taken on the basis of recommendations from the task forces and the building teams, personnel cannot help but notice that while the wheels of change grind slowly, individuals' ideas did make some difference.

No information is available regarding change in the long-range criterion (impact on the students), but given the stage of planned change the project had reached at the time this report was prepared, no change in student behavior could be expected.

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# COPED IN BUCKLEY

by

T. M. Stephens

## Stage I*: Contact, Clarification and Commitment

The first contact between the Buckley school system and the New York Region COPED team was in December, 1965, when representatives of approximately twenty school systems were invited to a conference on educational innovation. The purposes of this meeting were: (a) to clarify the idea of planned change in school systems, (b) to aid teams from the systems to diagnose some of their own problems, (c) to give the COPED staff an idea of the change problems in these systems, and (d) to build a basis for further contact between COPED and the local school systems. The design included discussion of COPED and the concept of self-renewal, and the application of a problem-solving technique to the participants' school systems.

Subsequent to this, the Buckley system was one of five invited by New York COPED to attend a meeting in mid-February in which further clarification was given on COPED's goals and methods, and the mutual responsibilities of involvement with school systems. The Buckley delegation, consisting of the assistant superintendent, two principals and several teachers, gave COPED a "go-ahead" in principle at this time.

A brief description of the Buckley school system may be useful at this point. Buckley is a town of 11,000 with a homogeneously white, upper-middle class population. The system consists of seven schools: a senior and junior high, two intermediate schools and three elementary schools. About 80% of the 3,000 students are college-bound.

The next event of significance in the Buckley chronology was not, in fact, directly connected with COPED, but it was to have a direct influence on later developments by creating mistrust and suspicion of COPED's methods. This event was the St. Valentine's Day Massacre" of 1966, a one-day workshop held at the invitation of the Buckley superintendent of schools*** to acquaint system personnel with laboratory methods and introduce innovation into the system. Participants consisted of fifteen administrators and 150 teachers.

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* This account will follow as closely as possible the stages outlined in Miles and Lake's strategy paper.** It should be noted that (a) the present strategy differs from the original in certain respects, (b) the stages naturally overlap and do not occur as sequential steps, and (c) the different stages last for varying amounts of time.

** Miles, Matthew B. and Lake, Dale G., "Self-Renewal in School Systems: A Strategy for Planned Change" in Goodwin Watson (ed.), Concepts for Social Change. (Washington: National Training Laboratories, 1967.)

*** who had attended Bethel the previous summer.

While not considered immediately successful (57% of the participants felt dissatisfied), the workshop nevertheless proved to be useful to COPED as a diagnosis of system problems. Moreover, one-third of the participants did express satisfaction with the lab, and the Board and superintendent continued their interest in COPED.

In mid-April, the Administrative Council (consisting of the superintendent, his assistant and the principals) expressed a desire for continued contact with COPED. Formal, written commitment came in mid-June.

### Stages II & III: Problem-Sensing and Diagnosis

On March 21, there was a meeting of the Administrative Council with the COPED staff. This managerial body was the original focal group for the project and the Problem Analysis Questionnaire (PAQ)* was administered to it and also to a small sample of teachers on that day. It was here that the severe mistrust and suspicion in the system became even more apparent in two ways: first, the questionnaire answers made this explicit and second, the administrators refused to share their results with the teachers.

A planning committee was then formed to decide further steps, especially on sharing the PAQ results. A separate meeting of administrators on April 4 finally decided to release the quantitative data, but not without strong reservations from the assistant superintendent and the withholding of the qualitative data which consisted of verbatim comments (many of which were sharply critical of the administration).

At this time, a significant new strategy was adopted. Since it was felt that the Administrative Council was a decision-making body without sufficient access to all levels of the system, a "steering committee" was developed from the planning committee and it met in mid-April for the first time. This new body cut across all the role groups in Buckley and included a board member, the superintendent, co-ordinators, principals, and teachers, all schools being represented. Its general purpose was to plan the direction of further COPED activities; one of its first functions was to publish a newsletter to keep all Buckley staff informed about COPED.

At the end of April, a one-day off-site meeting with the Administrative Council was held at COPED's suggestion. This was another departure from the original scheme which called for such a workshop for one week in the summer. However, problems of mistrust in the system were so severe, especially with the superintendent, that such immediate action was warranted. Most of the sessions were devoted to improving decision-making processes and considered such problems as teacher hiring. It appears that the workshop was useful in beginning to open up communication, and in laying groundwork for the summer meeting.

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* See Appendix I.

The PAQ was administered again in June. The Steering Committee felt this was necessary because they considered the March data neither reliable nor valid: attitudes had changed since the first administration and only a fraction of the teachers had originally been tested. In addition, there was a "Buckley Teacher Questionnaire"* developed in conjunction with the Steering Committee, which probed job satisfaction, communication problems, and the fate of innovative suggestions. Responses to this questionnaire indicated strong mistrust and suspicion of the superintendent on the part of the teachers. His improved relations with the Administrative Council obviously had not generalized to the teachers as a group.

To summarize the effects of six months of contact between COPED and Buckley: a great deal of time had been spent on problem-sensing and diagnosis through the two administrations of the PAQ, the development of the Buckley Teacher Questionnaire, and several meetings of the Administrative Council and the newly formed Steering Committee.

As of June, 1966, the most severe** problems seen in common by administrators and teachers were: inadequate decision-making by the administration, including arbitrary and too-rapid decisions from above; a poor working relationship between the central office and the principals; a lack of time to get at one's job; and insufficient follow-through on changes.

Additional problems seen as critical by the administrators only were: a lack of clear objectives and goals; apprehension and mistrust in the system; a lack of clarity about authority and responsibility; low teacher morale; and conflict or hostility between groups or individuals.

Those problems rated highly by teachers but not administrators reflect their professional orientation: inadequate staff for needed services; a tendency to placate the community; lack of respect; lack of agreement with administrators on discipline; excessive non-professional work; and an inadequate and outmoded curriculum.

The most striking finding of the Buckley Teacher Questionnaire was the pronounced attrition of ideas at all levels; over half the new ideas people had were never passed on to another person; follow-through on passed-on ideas was seen as minimal.

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* See Appendix II.

** Problems listed here had a mean score of less than 3.5 (on a scale of 1 to 7) on the PAQ. The average of the two means was used for problems shared by the teachers and administrators.

## Stage IV: Off-Site Summer Workshop

As early as mid-May, there was discussion as to who should attend the summer workshop. At that time, the superintendent pushed hard for the Administrative Council, expressing the feeling that it was they who needed the experience. At a Steering Committee meeting of June 1, the superintendent announced his arbitrary decision to include a Board member in the workshop. He also managed to demonstrate the apparent concurrence of COPED in this decision (which was not in fact the case). This was a good example of "arbitrary...decision-making from above" and it reinforced feelings of mistrust not only against the superintendent but also against COPED. When confronted by COPED with his manipulative behavior,. the superintendent expressed some guilt feelings but did little to rectify the situation.

The workshop took place from August 16 to 19, and was attended by eleven participants: the superintendent and two assistants, seven principals and one Board member. Four COPED staff were present.

The general objectives for the session were: (a) to improve interpersonal relations and build a working team; (b) to look at the data from the PAQ and the Buckley Teacher Questionnaire and diagnose problems in the system and one's own role; (c) to solve some problems and make designs and plans; and (d) to make plans to recommend to the Steering Committee for the next steps in the COPED project.

The design of the workshop was built around a consideration of problems in the Buckley system, with this problem-solving work used as a vehicle for building relationships and improving skills. Three of the sessions were run as Administrative Council meetings, alternating between trios and the whole body as work groups. The main topics discussed were superintendent-Board communication and coordinator-principal relations. Techniques used in other sessions included a "fishbowl" exercise (half the group observing the rest at work), expressing authentic positive feelings toward one another, listing "Here & Now" and "There and Then problems, and receiving feedback from reactionnaires.

During the course of the four days, there was noticeable progress made in the sphere of interpersonal relations,with communication becoming more open and the superintendent in particular becoming more expressive and acceptant of criticism without taking the defensive.

In a Steering Committee about a week after this workshop, the teachers present remarked on the noticeable changes in the administrators' behavior, and pressed for their own off-site meeting.

## Stage V: Building Relations and Skills in Other Groups

After the summer of 1966, the emphasis shifted from working with the Administrative Council as a focal group to other bodies, notably the Steering Committee.

As noted above, the teacher-members of the Steering Committee requested a workshop (for the entire group) which was held on September 21 and 22. One difficulty experienced at this lab was an implied distinction between those who had attended the August session (administrators) and those who hadn't (teachers). This and other problems were worked out to the group's general satisfaction.

Shortly after this, it was announced that the superintendent was resigning (to take up an appointment with wider responsibilities). While he claimed a large personal interest and investment in COPED, it is still not clear whether or not he left Buckley due to the persistent and strong criticism directed at him.

On October 13, there was the first of a series of meetings at the building level to discuss the PAQ and the Buckley Teacher Questionnaire data generated the previous June. The faculty of each building considered the data of both their own school and the total system and thus were able to analyze their specific problems and compare them with the system in general. A second such round of meetings was held in mid-November with generally positive responses. Teacher councils were formed in some buildings to plan and carry-out future faculty meetings.

The first core package of instruments was administered in the fall of 1966: children were tested on October 25, and adults on November 1 and 3. Data from this administration are coded and punched, but not yet analyzed due to processing problems.

On December 12 and 13, a second off-site meeting was held for the Steering Committee, concentrating specifically on self-renewal: setting change goals and considering change-supporting structures. Mixed feelings regarding COPED came out at this meeting: while most members were basically enthusiastic, some were mistrustful that relationships worked out in the off-site meetings would not carry-over to the working situation. Some dissension and lack of interest were noted in the system, probably due to a continued misconception of COPED as a problem-solving agency with ready-made solutions. There was still a strong tendency to rely on the COPED staff for direction, encouragement and solutions. Examples of new solutions or structures not suggested or directly inspired by COPED were rare.

At this workshop, the appointment of the new superintendent was announced by the Board member present. The new man was described as "innovative and direct," a distinct contrast to his predecessor. This selection turned out to be instrumental in developing COPED into an innovative system.

Calendar 1967 showed a marked decline in COPED contact with Buckley, except for a brief flurry of activity in March and April. There were two reasons for this: during January and February, the change-over of superintendents forced a lull, and by mid-April funding problems were becoming apparent and the COPED staff initiated fewer activities, with the knowledge that contact on a continued basis might soon cease altogether.

On March 3 and 4, the Buckley School Board (including the new superintendent) held an off-site meeting which was regarded by the COPED staff as highly successful. The goals of this meeting were: to develop increased respect for the superintendent as an educational leader; to explore ways of improving procedures in meetings; to develop group cohesiveness; and to learn more about COPED as an innovative force.

During March, two junior COPED staff members proposed a workshop at the building level.* This offer was accepted by a principal who was a Steering Committee member, and a demonstration one-hour "micro-lab" was run for the entire building faculty on March 24. This emphasized the "Here & Now," and employed exercises such as feeding-back immediate impressions of others, and having the fantasy of saying something in a staff meeting that one had never dared say before. The actual workshop (for about two-thirds of the faculty) was held a month later and was a two-day off-site meeting. This lab was regarded by COPED staff as successfully opening-up communication and developing problem-solving skills. Three follow-up meetings took place from early May to early June. The next effect of the lab, plus follow-up work, appeared to be that of moving most of the faculty in a more innovative direction, while sharpening "radical-conservative" conflict among the faculty somewhat.

## Stage VI: Gathering Momentum

With the holding of an intensive workshop at the building level, it appeared that enthusiasm for change and a climate of innovation were gradually becoming established in Buckley.

During May, a new body called the Design Committee was formed; it was suggested to the Steering Committee by COPED. About half its members were new to COPED activities. Its specific task was to investigate the present status in the school system and make suggestions for new structures and processes to better solve recognized problems. COPED staff supplied a work grid to aid this process.** One of the committee's first products was a pamphlet entitled, "Where Does My Idea Go From Here?"

On May 11, the core package was administered for the second time; data from it are not yet analyzed due to a long delay by the firm doing coding and punching work (delivery finally effected on October 30).

Further indices of gathering momentum in Buckley were several extended building meetings held over the summer, called by the principals to discuss specific school problems. Such summer activities had rarely included teachers in the past.

Two of the principals attended Bethel over the summer and were highly enthusiastic about their experience.

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*As an intern project through National Training Laboratories.

**See Appendix III.

During the spring and summer of 1967, the roles of Director of Instruction and coordinators were clarified and expanded, providing persons to coordinate curriculum throughout the high school and junior high school levels and act as consultants to the elementary schools. This was a major structural change initiated and executed by the superintendent, with minimal assistance from COPED.

## Stage VII: Withdrawal of COPED

In late May of 1967, COPED announced its intention to withdraw from active collaboration with Buckley to being simply "on call" and available as needed. At an Administrative Council meeting on October 11, this was reiterated and the Council welcomed the change with confidence and enthusiasm about carrying on by themselves. The feeling expressed was one of prideful success in the progress made over the last two years and a frank recognition that neither COPED nor the Steering Committee was any longer necessary to Buckley.

## Discussion

There is no question that improvements in Buckley over the past two years have been great; communication has been definitely facilitated, trust has been established, and problem-solving skills have been developed.

However, some difficulty has been experienced in translating the success of the various workshops to the working situation. Virtually all of the off-site workshops were considered by the COPED staff as successfully opening-up communication and developing problem-solving skills, and yet the positive effects on the total system were very slow in coming. This may be due, in part, to the fact that the working situation necessitated interaction between those who had been to workshops and those who had not, and there continued to be some mistrust and skepticism from the latter group regarding COPED and COPED-type activities. An example of this is the suspicion of the administration registered by the teachers in the June PAQ, even after the off-site workshop of the administrators in April. To illustrate the notion that workshop experience tended to set certain individuals and bodies apart, one need only look at the distinction made in the September Steering Committee workshop between those who had attended the August session and those who hadn't.

A distinct benefit to Buckley was the appointment of the new superintendent. COPED appears to have had some influence on this personnel change, since they set certain criteria for a new superintendent as a condition for further collaboration; these criteria were met by the Board. It is also instructive to note that the new superintendent was first brought to the Board's attention by one of the teachers; such communication would probably have been unlikely or impossible before COPED entered the system.

While the New York Region COPED team spent an estimated total of 42 man-days in direct contact with Buckley, it is difficult to estimate the importance of COPED's role in the above-mentioned changes, and the success of the project in general.

At least three factors hinder such an assessment: (a) changes in strategy during the course of the project, (b) an important personnel change, and (c) funding difficulties toward the end of the project.

Not only were there shifts in strategy during the course of the project, but contact with Buckley was initiated before the strategy was firmly established. While strategy changes have not been emphasized in this account, some of the more important were mentioned (e.g., the early Administrative Council workshop, the establishment of the Steering and Design Committees). These changes make it difficult to assess the effectiveness of the originally-planned design.

Two points can be made about the change in superintendents. First, the lack of continuity of leadership means accurate assessment of the strategy is not possible, and second, the new superintendent was himself innovative and served to develop the system further, independently of COPED.

Funding difficulties in a sense also forced a change in strategy as COPED's withdrawal came somewhat earlier than planned. Furthermore, even the spectre of these difficulties meant a less intense involvement for COPED for the last six months of the project.

In any case, assessing the strategy and ascribing causes will have to wait for data on specific changes in the school system, which will be provided by analysis of the core package results. Moreover, an accurate assessment of COPED's role required collection data from Buckley some months after the end of active collaboration with the system.

## REFLECTIONS ON A PROJECT IN SELF-RENEWAL IN TWO SCHOOL SYSTEMS

NYC COPED STAFF*

In separate reports, we have described the strategy of planned change which we used in this project (Miles and Lake), our concept of self-renewal and case studies of the two school systems with which we worked (COPED IN BUCKLEY, and COPED IN OLD CITY). The purpose of this paper is to present our conclusions from these experiences. This is done in terms of the major issues we encountered.

### I. Flexibility of Intervention Strategy

Primarily because of our research interest and our contractual commitment, we entered the two school systems with a strategy of change which was largely predetermined. It specified the target groups with which we would work, the sequence in which we would work with these groups, the calendar time at which interventions would be held, the length of some interventions, the variables of the system's operation which were to be changed, and the technology or methodology to be used in effecting change. While the superintendent and other key system members were made aware of these "givens" before work was undertaken (Miles and Lake), this specificity of initial strategy seems to have had the following impact upon the project:

A. It made it difficult for the COPED staff to respond to on-going events. For example, the Ontario meetings in Old City, which were initially planned independently of COPED, resulted in the identification of a series of problems and recommendations which, if not acted upon, would confirm people's suspicions that this project, like others in their memory, would come to naught. But once these were formulated, administration of the core instrument package as a means of identifying system problems, and limiting problem-identification and solving to the top group, both of which were required by the strategy, appeared to those involved in Ontario as stalling. On the other hand, had we not administered the core instruments, we would have had to give up commitments which we had made both to the sponsor and to other regional teams of COPED.

B. It increased the difficulty of working collaboratively with the clients. The major issue to be decided by the clients was whether to "join up" with COPED, since so many of the other important questions in planned change (Buchanan, 1967) were specified by the strategy. Thereafter, the COPED staff members were more in the role of interpreters of the strategy, and protectors of it, than they were collaborators with the client in solving problems. This seemed to have had two effects upon the client personnel*: it reinforced the expectations of some that COPED methods were more interested in "getting thesis material" than they were in helping Old City or Buckley, and it limited the extent to which system personnel could feel "ownership" in the project. It also influenced the COPED staff in three ways: it placed us in conflict between obligation to the system to "flex" vs. to the contract and other COPED regions to "hold the line"; between our commitment to collaboration with the client versus our commitment to research; and it led to disagreements among the COPED staff in that members had different degrees of commitment to (or different interpretations of) the initial strategy.

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* Prepared by Paul Buchanan on basis of analysis of the project by the whole staff.

In Old City, the tendency was for the COPED staff to provide the rationale for the next step called for in the strategy, then if the clients were not convinced of the desirability of implementing it (or when there were conditions of more immediate concern to the clients), COPED accepted the deviation and tried to implement it. This seems to have reduced the effectiveness of the staff in helping carry out the (deviant) action. ("How can you be effective if your heart is not in it?") It also probably communicated to some of the system personnel that seemed to communicate that the COPED staff were no more effective than they were in coping with the controlling forces of the system.

C. We are left with two questions: How can research regarding the effectiveness of a specific strategy of planned change be undertaken, and, what is involved in collaboration?

1. Regarding the research question, one possibility is for the researchers to specify only the variables which would be the focus of change effort and several alternative paths for changing them, leaving the determination of which action alternative is to be used to evolve through interaction and collaboration with the client. Thus the researcher could find out how change in one variable -- however brought about -- affected specified other variables. This approach is likely to to yield important and valid information regarding causal relations among significant variables of system operation; but it is not likely to yield information regarding the relative effectiveness of a particular strategy of change.

A second possibility is to formulate some general principles of a strategy in advance, establish a tentative relation with a client system, observe the operation of the school in sufficient detail to determine the relevancy of the proposed change strategy to the current conditions and the needs of the system (including such things as the (formal and informal) power structure of the system, the relation between the school and the political forces in the community, etc.), and then modify the strategy to more nearly fit the situation. Then specific steps for implementing the general strategy could be developed in collaboration with the client and in response to events as they unfold. The staff could also formulate and test short-range hypotheses regarding the outcomes of interventions (as done by Benedict, Calder, et al, 1967). While this approach seems appropriate as a way of testing a general strategy, it falls short as a means of assessing the relative (i.e., comparative) usefulness of a specific strategy of change -- since the accommodations which are likely to be made in adapting it to the specific situation are likely to be great (as happened in the present study).

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*These effects were much more pronounced in Old City than in Buckley.

A third possibility is to develop a detailed strategy as was done in this case, then terminate contact with the client if deviation from basic aspects of the strategy becomes necessary early in the project. This approach may not be as arbitrary as it seems: if the strategy saying that team-building with the top group is essential is valid as a strategy, then once that step is taken (i.e., once team-building is accomplished in the top group), the logic of the next steps is likely to be apparent to the top group and collaboration on implementation becomes possible. (See Blake's work as an illustration -- Blake and Mouton, 1964). Furthermore, as Argyris has suggested (1961), for other members of the client system to see that the consultants can influence their bosses -- or at least can avoid being caught in the "illness of the situation" -- gives them confidence in the project and in the competence of the consultants. And if the consultants indicate willingness to "stand by their guns" even at the price of terminating the relationship, this is likely to convince the client that they know what they are doing and thereby lead the client to agree to the condition.

To be able to take the third approach -- i.e., terminate contact with the client if the initial deviation is too great -- the change agents/researchers would have to have alternate school systems with which they could work, a condition which may be difficult to meet.

2. The question about collaboration arose both between the client and the consultant groups, and within each. Some of the issues which gave rise to conflict between the consultants and clients (especially in Old City) were mentioned above. In part, they originated in the differences in the "cognitive maps" of the two groups -- as discussed in the next section. In part, they originated in different weight given to tradition versus theory as criteria for actions.

Interaction (again, especially in Old City) between consultants and clients appeared not to develop liking, trust, and identification to the point that these served as a basis of influence and to the point that they increased the recognition of common interests -- superodinate goals -- which were inherent in the situation. (In Buckley, there appeared to be more trust, liking, and identification between the two groups.) Finally, it seems likely that strain among the consultants who worked with Old City contributed to tensions between them and the clients.

Stresses among the consultants may also have communicated to some of the client personnel that the COPED staff members were uncertain about what they were doing or that they lacked expertise.

Stress among the consultants arose from differences in commitment to initial strategy, from differences in the perceived consequences of modifying the original strategy and therefore in willingness to deviate from it, and from differences in the personal styles of the consultants. This strain was identified and discussed at COPED staff meetings, and changes were made in staff responsibilities which reduced the stress. But by the time these problems in staff relations were worked through, major decisions with the client had been made, and the client's preceptions of the consultants, the client's interpretation of deviation from the initial strategy, etc., were already formed. Furthermore, meetings where work on consultant-client relations and expectations had the best chance of being accomplished were the very ones for which the client saw little need.

As mentioned above, one of the issues of disagreement among staff was the consequence of proposed deviation from the original strategy. Upon further reflection we think the issue can be formulated as follows. If the goal is G, and the consultant is offered the options of terminating contact or working toward G-minus-N (i.e., by a deviation from G), the issue is whether G-N is likely to get the system closer to G (in which case it is a viable alternative) or whether G-N is likely to become a substitute for G (in which case it is not a viable alternative). Still another option might be to accept the deviation but call attention to the likelihood that it might become a substitute for G, then set up means for determining whether this occurs and take corrective action if it does.

## II. Cognitive Mapping

The superintedent of Buckley had participated in an NTL summer laboratory while the superintendent in Old City had not (as had no one else from Old City). This meant that the Buckley superintendent was more in agreement with the COPED staff regarding concepts in terms of which current problems of operation in the school could most fruitfully be diagnosed, regarding what team development involves, and regarding the potential payoff (i.e., the change goals) from the project. This difference appeared to account importantly for the fact that Buckley's top group spent 7 days in off-site meetings (team building meetings) while Old City's spent two, and why the outcome of the two meetings were different. The two superintendents were operating from different "cognitive maps."

Some information and experience regarding systematic problem-solving, team-building, and process analysis was provided participants at the Zenith House conference. This experience, in which Old City's superintendent became quite involved, was an important factor in his becoming interested in COPED. But it was clearly not sufficient for him to anticipate (and be prepared to endure) the costs of team-development (the strong feelings usually expressed, the conflict and confrontations required), or understand the unavoidability of incurring such costs if fully effective teamwork were to be attained, or to have the image of potentiality which such development can lead to. Instead, the superintendent of Old City considered it inappropriate for central office to try to influence a school principal by other than friendly persuasion. He also considered it highly unlikely that people's behavior could be changed. Thus when principals objected to attending the off-site meeting for purposes of team-development, he made little effort to convince them it would be desirable. His view of appropriate action was to initiate activities and structures which would enable teachers to exert more influence and become involved in problem-solving, without trying to change relations between central office and principals. In contrast, the superintendent of Buckley insisted that meetings of his key groups be held -- and they were. As one of the COPED staff noted, "There were many doubts and hesitations in Buckley, but the superintendent's forward commitment to working things through, gained at Bethel, meant that he stuck with the process. In deciding to go ahead with the (top group's) meeting, he said, "We can't not go through with it -- even if (Old City) and the others are out." While such action by Buckley's superintendent raised many problems, it did succeed in bringing about several confrontations and they contributed to rather substantial changes.

In Old City, the feelings, both negative and positive, among the top group and between them and principals, just did not become crystallized and communicated directly; no meaningful confrontation occurred. Thus the program had little impact upon the superintendent's beliefs regarding effective ways of operating and of moving toward self-renewal -- no new cognitive map was glimpsed more than fleetingly. Thus he coped with his initial dissatisfactions with staff, and with the beginnings of open expression of staff concerns at two off-site meetings in his "old" manner. And the kinds of changes reported in the case study (COPED IN OLD CITY) reveal establishment of some new procedures and structures but not much change in beliefs.

While the COPED staff which worked with Old City put about as much emphasis on the presentation of "maps" as the one working with Buckley, there seemed to be less comprehension of it in Old City; the events and feelings in terms of which theories and models become "maps" for action were just not experienced. Then, instead of serving as guides to action, the inputs by the COPED staff had little meaning to most and were a source of irritation ("more gobbledegook") to many.

This discussion suggests that the superintendent should have participated in a training laboratory (or similar experience), or that he agree to having an extended team-development session, as a necessary condition for beginning a project.

Interestingly, one of the "crucial issues" identified by one of us in our earlier work on change strategies was this point -- that the change agent needs to introduce a new model or "cognitive map" both as a basis for setting change goals and for diagnosing the system's problems (Buchanan).

## III. Involvement of Lower-Level Participants

In both Buckley and Old City, teachers were involved in interventions much earlier in the project than they would have had the original strategy been followed. Why?

In both cases, the reasons were largely co-incidental to COPED: these interventions were in-service projects which included COPED-kinds of activities and theories. But in both systems the press to involve lower levels early may have also come from the idea of "collegial authority" -- the feeling that teacher expertise/interest should not, or could not safely, be bypassed. Furthermore, there were differences among the COPED staff on this issue, one member believing it quite appropriate to work with teachers early in the project.

What were the consequences of early involvement of teachers? In Buckley, the off-site intervention involving teachers apparently added to, crystallized and dramatized teacher dissatisfaction with administrators and led to effective action -- the criticism was too strong to be ignored. In Old City, the three-day meeting of teachers and administrators which was the first intervention brought about considerable change from skepticism and apathy toward optimism and enthusiasm (Watson and Lake). Later, when the expectations generated by this meeting were not met, attitudes returned more to cynicism and criticism but did not materialize in a "revolution". (A union, which was being discussed in the spring of 1966 when the intervention was held, was formed and began functioning in the fall of 1966, but with small membership and with a cooperative rather than a threatening stance.) Why no "revolution"?

Our impressions are that it was partly because actions were taken on some of the recommendations formulated during the off-site meeting, partly because plans for following-up on others were announced, and partly because the staff of Old City were almost with out exception "locals" -- born, educated, and employed in Old City.

The question of early involvement of lower-level participants came up in both Buckley and Old City in an additional way -- membership on a "steering" or planning group. In both systems, the client opted to have all role groups represented in the steering group, although this was not part of the original COPED strategy. This action seemed to have stemmed from the value system of schools which gives weight to collegial authority. From the standpoint of the COPED staff, including all roles on a steering group meant coming down on one horn of a dilemma of having a steering group "with poor data" (i.e., consisting of the top group only*) or one "with little power" (i.e., the cross-role group). The initial strategy provided a way of dissolving the dilemma: retain the power by having the top group provide the steering, and improve the data by (a) increasing the top group's receptivity to new data and new interpretations of events through the team-development sessions, and (b) utilizing information obtained systematically via the core instruments administered at the beginning of the project. However, it seemed clear that members of the system did not agree with this model as being optimal -- perhaps another example of difference in cognitive maps.

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* We have repeatedly been impressed with the extent to which higher level administrators are "out of touch" with the views, concerns, and the performance of people at lower levels.

## IV. Volunteers, or Intact Family Groups?

In almost any family work group" which is considering planned change, there are some members who do not approve of the idea and do not wish to participate. This poses a very important dilemma. For the superior to require people to attend is to begin the program with coercion as a basis of influence (which is likely to be contrary to the values of the change agent and probably of the superior) and is to create dynamics which mobilize forces opposed to the kind of learning desired. Yet the absence of members limits what can be accomplished.

In both Old City and Buckley, attendance was required at the off-site meetings of the top groups. In Old City, this coercion was compromised by reducing the length of the meeting and by postponing it, while in Buckley, there appeared to be no compromise. In Buckley, this created no durable problem. In Old City, the fact of the compromise plus the reduced length of the meeting (and probably a less effective design) meant that the hostilities which were generated in several members did not become clearly crystallized, and did not get resolved. One of the schools in Buckley held a two-day off-site meeting on a volunteer basis; while it was considered a success, it tended to polarize the faculty along "radical-conservative" lines -- "die-hards didn't attend."

This analysis seems to suggest that if the strategy being used calls for work in intact groups, then it is best to begin with required attendance and with a meeting of adequate length to work through the feelings which required attendance is likely to generate. (See Marrow, Bowers, and Seashore; and Blake and Mouton for examples.)

## V. Magnitude and Distribution of Client and Staff Effort

The time devoted to the project by members of the two school systems was approximately as follows:

| By key administrators | Buckley | Old City |
|---|---|---|
| In off-the-job interventions | | |
| As "cabinet" | 7½ days | 2 days |
| As part of "administrative council" | 8 " | 1½ " |
| In workshop involving other sytem personnel | 0 " | 5 " |
| In planning (through Steering Committee) | 8 " | 4 " |
| In orienting other system personnel to COPED | 1 " | 1½ " |
| **By principals and directors/coordinators** | | |
| In off-the-job interventions | 3 " | 5 " |
| **By teachers** | | |
| In off-the-job interventions | 1 " | ½ " |
| In orientation to COPED | 1½ " | ½ " |
| In data-collection | ½ " | ¼ " |

In addition, in Old City, 3 principals and three teachers who were members of the Advisory Committee were in 1½ additional days of off-site interventions and spent about 2½ days in planning, while 25 teachers participated in a three-day workshop and around 3 more in task force work, and about 25 took part in two-day workshops. In Buckley, all the teachers from one school participated in a two-day workshop and in three one-hour follow-up meetings, all teachers were in 2-3 two-hour problem-solving sessions within their buildings, and the Board held a 1½ day off-site meeting.

The time investment by members of the two systems was distributed as follows:

| | Buckley | Old City |
|---|---|---|
| First extended contact between COPED staff and system leaders | Dec., 1965 | Dec., 1965 |
| First major intervention | Feb., 1966 | Mar.-Apr., 1966 |
| First work with "cabinet" | Apr., 1966 | Feb., 1966 |
| Off-site intervention with "cabinet" | Apr., 1966 | Oct., 1966 |
| Major off-site intervention with steering committee | Aug., 1966 | Oct., 1966 |
| Work with building-leader teams | (not done) | Feb.,& Apr.,1967 |
| Work began in buildings | May, 1967 | May, 1967 |

The above information indicates that the amount of time invested by key people in COPED interventions was smaller in Old City than in Buckley. This difference takes on additional significance when one considers that there were 7 principals and other administrative personnel in the buildings in Buckley compared to about 60 in Old City. Thus both a larger proportion of key people were involved in interventions in Buckley, and more time was spent by those who were involved.

The above information also indicates that the time spent was distributed over a rather long calendar time period.

Since both the small amount of time invested and the dispersion of effort could have been expected to result in reduced impact, why did this occur, especially in Old City?

One factor having a bearing was the availability of COPED staff time for concentrated planning and interventions. Total time allocated to the project by NYC COPED staff was the equivalent of one full-time senior member distributed among three persons, two full-time junior members (university professors who entered the project as interns and then became team members), plus one junior member who spent full time on the project, and the equivalent of one full-time graduate assistant -- or a total of four full-time professional staff.

The project required the following types of effort from staff members:

1. Development of the project plan (including a research design, evaluation instruments, ways of classifying school systems, and formulating a concept of self-renewal) at the National level, and formation and maintenance of the National organization;

2. Development of the project plan, documentation of events, preparation of reports, and maintenance of the staff team at the regional level;

3. Planning with the clients; and

4. Actual interventions.

Staff time during the 16 months from the first contact with school systems until the termination of interventions was distributed among these four types of activities roughly as follows:

| Categories | | Senior Staff | Junior Staff | Research Assistants |
|---|---|---|---|---|
| 1. | National COPED | 24% | 6% | 46% |
| 2. | Regional COPED | 48% | 63% | 46% |
| 3. | Planning with clients | 12% | 21% | 2% |
| 4. | Interventions | 15% | 10% | 6% |

Due in part to the nature of the project and in part to the initial plan, work with school systems began before research plans and instruments were fully developed, so staff time for work with the schools was not available for concentrated work. Furthermore, the time the staff spent in contact with the clients (categories 3 and 4) amounted to an equivalent of about half the time of one person. Given the size of the school units, it appears that system personnel time investment could have been limited by the lack of availability of COPED staff. It also appears that a relatively small portion of the COPED staff's time was spent in working with clients, and that the amount of time available was much too small for the magnitude of the undertaking (size of school systems, kinds of changes being attempted, and the complexity of the research required to accomplish the objectives).

However, it is to be noted that Buckley and Old City differ considerably in the amount and in the distribution of time spent by members of the systems. Our discussion in Section II above (page 4) may account for this difference: key people in Old City were much less aware of the need for a major time investment and for concentrated effort than were key people in Buckley. Then, the disagreement between the cabinet and the COPED staff in Old City regarding the appropriateness of beginning work simultaneously in all buildings and without preparatory work with the principals resulted in a postponement of activities for about three months -- and a snow-storm plus inflexibility of schedules in March led to a further postponement of another one and one-half months.

It is perhaps worth noting that pressures of work flow, Board concern, legal responsibilities, etc., did not constitute unsurmountable barriers to work on COPED. Nor were lack of funds a barrier. We encountered nothing in the school setting which seemed to preclude the kind of developmental effort which was undertaken in this project. Rather, the difficulty seemed to lie in the "state of the art" -- in lack of the very type of information to which the project was designed to contribute.

## VI. Effectiveness of the Strategy

Deviations from the strategy of change which we intended to apply and test were too numerous for dependable conclusions to be drawn from this study regarding the effectiveness of the strategy. (Furthermore, we have not yet analyzed the quantitative data which were compiled.) Yet, the experience does provide a basis for some impressions regarding problems of planned change.

The strategy was more nearly followed in one of our two systems (Buckley) than in the other. Why?

Some reasons have already been given above: the first superintendent in Buckley had attended an NTL workshop and was thus familiar with the basic processes of the strategy; no one from Old City had had experience with the strategy. Also, the philosophy of the Buckley superintendent was such that he was more willing to require relevant people to participate. But there appears to be another reason. Our strategy called for initial work with the Cabinet, or the top administrative group in each system. More specifically, it called for our helping the top group to enhance its own problem-solving capabilities so that this group could then manage the spread of change to other functional units in the system. The rationale for making the Cabinet the focal group was for us to have a leverage point for change by our linking with the central power groups in the system. In defining the central power group. we looked at the formal organization structure. But were these the people who really exerted influence in each of the two systems? Indications are that in Old City the pattern of actual influence was very complicated and did not follow the formal structure. Almost all of the professional staff except the superintendent had spent their whole professional life in the system and had grown up in the city. Thus the opportunity for informal liaison was there. For example, one of the aspiring candidates for the superintendency upon the retirement of the incumbent had been a classmate and life-long friend of the Board chairman. At the time the project began, there was a rumor to the effect that one of the members of the Cabinet, in conjunction with a Board member, was "out to get the superintendent". And another key member in the formal structure was also reported to have strong support in the community. There had also recently been a shift in the power in the city government and changes in the composition of the Board were expected, and the superintendent had reason to believe that the new Board would not support him. Thus it seems possible that the less-demanding actions taken by the superintendent in Old City may have reflected his awareness of the limitations of his power.

But this raises other interesting questions. How can a consultant determine what the actual structure of power is in a system? One way would be for him to encourage the participants to analyze and identify patterns of influence during an off-site meeting of the key administrative group, consolidating their perceptions once openess was established to the point where such issues can be confronted. Another is for the consultant to "live with the organization for a period of time in order to note influence patterns, But then when he finds the degree of such actual power does not conform to the formal structure he faces the question of how to interest powerful people in working for change. In this case, it is quite likely that the key people in the formal structure will be motivated to engage in change actions which are likely to solve problems and maintain or increase their actual power -- as long as they see sufficient probability that given steps in the change plan will successfully accomplish this. Those who hold power in the informal but not in the formal structure, on the other hand, may have little motivation to change things -- for fear of losing the power they hold, or of interfering with their own plans for change.

As noted previously, the initial strategy was more nearly carried out in Buckley than in Old City. Was there more positive change attributable to COPED in Buckley than in Old City? It seems that there was. For one thing, the change of superintendents seems to have been an improvement, and COPED appeared to be a factor both in the decision by the original superintendent to leave (by focusing and getting into the open the strength of feelings toward his ways of managing) and in formulating the criteria used by the Board in selecting a new one. There was also more evidence of improvement in the problem-solving effectiveness of the top team in Buckley. Then, while new structures were established and continued to function in both systems at the time COPED interventions terminated, the key group in Buckley showed considerably more enthusiasm about continuing self-renewal work than did the comparable group in Old City. Finally, it is logical to assume that the key people in Buckley increased their problem-solving skills and modified their "cognitive maps" to a greater extent that did comparable people in Old City simply because they were involved about twice as long with the COPED staff in off-site development sessions.

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# A Training Program for Research Utilizers: Philosophy, Goals and Methods

by

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One of the greatest discrepancies existing in our educational world today is the discrepancy between the findings of researchers in colleges and universities and the understanding and utilization of these findings by practitioners in public and parochial school systems throughout the country. It becomes increasingly clear that researchers are doing more research but having a more difficult time communicating their results so practitioners can understand and utilize the results. The computerized age has increased rather than decreased the problem. A new computer language has evolved which threatens individuals who are not close to the system. The frightening thing about the discrepancy is that it appears to be getting greater every year. The stacks of data from research being done at Universities is getting larger. Schools on the other hand are making numerous changes in curriculum, organizations, personnel management, etc. A high percentage of these changes are being made with little if any look at what has been discovered at other schools. Along with this there seldom is a research assessment made of the local situation before decisions are made on changes. Most changes occur on a very impulsive subjective basis. There is little question that the schools need evaluation skills in making their own decision and knowledge of research previously completed. There is also little question that researchers need to learn how to communicate their results to practitioners.

One approach at bridging the gap between researchers and practitioners was taken by a project called COPED (The Cooperative Project in Educational Development) originated by a group of educators & social scientists interested in studying the process of change in educational systems. The four geographic regions that formed the original COPED included Boston (Boston University and Lesley College), Chicago (University of Chicago), New York (Columbia University and Newark State Teacher's College), and Michigan (University of Michigan). Each region became affiliated with a number of geographically adjacent school systems and began a series of interventions which were designed to both facilitate and allow an inquiry into the process of change.

At the University of Michigan the COPED project involved working relations with five school systems in Southern Michigan. In four the University was intervening actively; the fifth, served as a control system. The basis of the Michigan COPED change strategy was to try and influence these school systems to internalize and objectify their process of change rather than continously utilizing external pressures with little if any evaluation of their own needs.

Three major attempts to promote and study the climate for change were (1) the formation of a change agent team within each system which would be responsible for maintaining, coordinating, and implementing the programs that were being proposed, (2) an inservice training program directed primarily at classroom teachers and principals which was called "microaction research," and (3) an inservice training program for people who primarily had cross-building responsibilities, i.e., a reading supervisor, an assistant superintendent, head of counseling services, head of a principal's committee, and etc., that was called "macroaction research".

This paper is concerned with the third type of intervention; the macroaction research training program. There were several assumptions underlying the initiation of this type of program. First, the University of Michigan COPED staff believed that in order to make research a meaningful enterprise in terms of its having an outcome in behavior change, it is critical that the research consumer be heavily involved in both the formulation, the working of a research problem through an inquiry process, and finally understanding the results in terms that are meaningful for him. They felt that the scientific method has applicability at the individual level, that there are ways of helping people to acquire research utilization skills and that this will result in their being able to function more efficiently and more knowledgably. A first hand experience of how systematic investigation leads to information that will solve operational problems, should increase the likelihood that individuals will accept the value of the scientific method, and be more amenable to the internalization of research findings. Finally it was believed possible that all school personnel are capable of becoming scientific inquirers and that this skill will increase their competence as functioning professionals. The action research model used in this training program was:

1. Developing university - school research collaboration.
2. University teams training school personnel on how to ask

questions, various ways to gather data on the questions, how to analyze the data, alternative ways findings might be fed-back to system, and possible action steps in solving the problem.

3. School personnel teams helping university researchers recognize what the "real" problems are and the realistic environmental factors influencing the problems.

The program was designed for 20 participants, and was planned, implemented, and modified by three staff members from the University of Michigan. A number of other people were also involved in supplementary roles. It was conducted over a five-month period during which participants met for two full day sessions plus six half-day sessions spread uniformly over this time span. In addition, a considerable amount of work was done by participants in their home situations, and a vast amount of follow-up work was done by the university team.

The participants knowledge of research methods spanned the spectrum. At one end was an assistant superintendent in charge of research from a moderately large urban, dynamic system; at the other a classroom teacher in a small rural, yet progressive, school system. The initial challenge was to design a program that would both interest the sophisticated and yet be meaningful to the naive. Perhaps one of the most important findings from the training experience is that it is possible to do this if a climate of mutual support, encouragement, and sharing can be maintained.

Rather than attempting to deal with remote findings, the University staff felt it would be most meaningful to begin by focusing on the data, extensive questionnaires, that had been collected from within the systems that the participants were coming from. This lent an air of immediacy and relevance to the type of work that would be involved, and provided important information to the university team. One initial agreement between the university and the school systems, was that the school systems would get feedback from the university with regard to the data that was being collected. It was felt that school system personnel would be most helpful in designating the type of information that was wanted and that the University team in turn might help them in designing meaningful ways to give this information to appropriate personnel.

The initial design was a series of meetings between university and the school system personnel that would involve the learning of research derivation and utilization skills in the context of data, which had been collected within the recipient systems. It is not possible here to document all the revisions that were made while implementing the program, but it should be emphasized that the staff attempted constantly to gather information from the participants as to how meaningful and useful the types of activities being proposed were for them. If not for this monitoring, a cornerstone of action research, the program may have met with a disasterous end rather than with the positive conclusions that did emerge. The participants were enormously helpful; the staff's greatest difficulty was being able to listen to what they were saying, modify plans in terms of their needs, yet still stay within the overall goals of the program.

During the first meetings the purpose of the COPED project and the overall design of studying the process of change was shared with the participants. Copies of all test instruments that were being used in their systems were made available. The first task was that of becoming familiar with this material, and beginning to identify the issues that might be involved, and what types of relationships they might be interested in exploring. While all of the participants were supposed to be volunteers, almost half had received a last minute phone call from a superior informing them of their volunteer status. A parallel issue that was dealt with at the opening meeting was the participant's commitment to the training program.

The first major attempt in utilizing research findings was to extract a small sample of data from the test package and present it to the participants in tabular form. They were given the task of deriving implications from this data and posing some additional questions that they would like to ask. The response to this first attempt was a disaster. The participants were not given sufficient background so that they could ask meaningful questions and begin deriving the implications the data would suggest. In addition, participants felt that they were not working on the type of data that was of interest to them. This approach was unsuccessful for the following reasons: (1) Not sufficient background was given to allow the task to be carried out successfully, (2) sufficient consultation with participants as to what areas they were interested in had not occurred, and (3) the task was a very difficult one and was a failure experience for people who were attempting to deal with research in a different way the first time.

The participants made it clear that they were interested in the process of inquiry, but wanted to do that within a context that was of interest to them. The second approach was to give them the opportunity to identify issues, problems, or questions that they were interested in, with the expectations raised that the answers to their questions might be derived from the data package. The idea was to allow each individual to carry out his own inquiry, the university staff making available resources in data reduction and analysis to allow this to occur. It soon became apparent, however, that given the realistic time limits, data requests could not be fulfilled and so some modification was going to be necessary. In addition, the University staff became aware of the necessity for spending some time in team building so that the individuals who completed the program would not only be more proficient and knowledgable individually, but would have had experiences in working together in a cooperative way and dealing with the issues of group decision making. The four school system groups were asked to negotiate among themselves and identify a problem or issue that they were mutually interested in and would be willing to investigate as a team. After a relatively brief period of time each of the school system's teams were able to come up with a specific area. The university team then modeled a process of precise problem identification where the issues of clarity of question and feasibility of testing were carried out, and then asked the teams to work with each other; each one helping the other to clarify the issue that it was interested in investigating. The staff felt it important to emphasize that the system teams would have to be specific if it was going to be possible to retrieve data that would aid in problem solving. This proved to be one of the most meaningful types of experiences in the program. In helping to ask the types of questions that really were specific, everyone was forced to struggle constructively with the issues of: (1) What is it that you're really trying to find out? (2) How do you go about obtaining this information, and eventually (3) What do you plan to do with this information once you have obtained it?

Following is a list of the four questions that school system teams identified:

School System A

Our school system is currently annexing an adjacent system.

1. What are the attitudes of both sets of personnel towards annexation?
2. What fears do people have about the consequences of annexation regarding their role and status?
3. What benefits are expected as a result of the annexation?
4. What potential conflicts exist and how can these be dealt with?

School System B

We are concerned with the factors that influence innovativeness of staff members.

1. What individual characteristics are associated with innovative behavior?
2. What building characteristics are associated with innovative behavior?
3. What system characteristics are associated with innovative behavior?

School System C

We wish to facilitate participation of various levels of personnel in decision making regarding curriculum matters.

1. Is this a problem in our system?
2. If so, at what levels does it exist?
3. What remedial steps can be taken?

School System D

The general question is what factors are associated with the students motivation to learn.

1. Are there student characteristics which are related to high motivation to learn?
2. Are there classroom characteristics which result in students having high motivation to learn?
3. Are there teacher characteristics which lead to students exhibiting a high motivation to learn?
4. Are there building characteristics which result in students exhibiting a high movtivation to learn?

Once the problem had been clearly chosen, the task of the school system team was to intenseively study the instruments that were administered in their school system and begin to identify: (1) where relevant data might be found, (2) what types of comparisons they wished to make, and (3) the specific type of data requests that they were going to make of the University team. Here again, the participants were not given sufficient preparation and so the types of requests that were made for data were not as meaningful or as clearly stated as they might have been. It was difficult for the University team to fulfill their requests and it was very frustrating to the participants since very often they asked for information in a form that was not usable to them.

How much sophistication the participant needs to ask for data and how much responsibility the university team should take in remaking the data request into a more meaningful and substantive package was an issue that was not completely solved. The one thing that was found, however, is that it was not necessary for the participants to have research and statistical sophistication in order to ask meaningful questions. While they did not request a discrepancy score between principals and teachers on item A7, they were able to say the "What we want to find out is whether teachers and principals differ in terms of how they see the goals of the school system, and so what we would like to have is the average response given by teachers and by the principals so that we can see what the range of differences is."

It was necessary to provide participants with a glossary of terms so that they could ask for data in a consistent way and to learn a data vocabulary that would be useful for them in conversing with research people. also made it easier for the staff to respond to their data request in a reasonably short period of time, and in a way that would be useful to them.

The closing sessions proved to be the most exciting of all. One of the first things the staff did was to show the participants how to interpret a data output sheet. Rather than tabling the information, raw output as it comes from the computer was provided and some time was spent showing participants how their requests for data were being met in terms of this output. The feeling of accomplishment that was generated in people who had always seen this type of information system as incomprehensible was electric. Not many of the participants are going to be spending their time reading raw data output sheets, but they now have some idea that this is something that they can do, and that it's nothing that they need be afraid of. Many of the difficulties of how one makes data requests came out as people found that the types of questions that they asked were not meaningful. For example, at certain times they had asked for the average response given on a five point question by a group of teachers. What they really were interested in, however, was not the average, but the range of response given. Most systems, however, were able to make use of the data that they had requested and began feeling that the question that they had originally posed was amenable to research. There were ways for them to gain the information that they needed to propose methods of dealing with the issues that they had identified.

The school system team that began investigating annexation, an issue particularly salient to them, faced a dual problem. There was nothing in the basic data package that bore directly on this issue. This team then not only identified a problem, but went about the business of constructing two sets of questionnaires and administering them to the two systems involved in the annexation. By summer, the data had been summarized, and this team was in the process of communicating this information to the respective school system administrators so that some preventive measures might be taken.

This leads to what was the closing phase of this program. Each of the school system teams felt that it had identified a problem that was of importance to the smooth functioning of a school system. Each team specified the type of data that might be related to the issue they were considering, and had worked through a data comparison process. The next consideration was "what is it that one does with data that has been collected and reduced and analyzed and from which it is felt some meaning can be derived and some implications for action taken." All participants were familiar enough with the lack of success of giving information back in table form. The issue that is now being struggled with is "for whom is the information that was derived most meaningful? How can this population be involved in actually understanding and making the information internal, and how can information be presented in a way that is likely to lead to behavior change?" The staff expects to be meeting with the school system teams during the fall so that the final process of data reduction and specific plans for feedback can be made and implemented.

What is believed to have been accomplished by a training program of this kind? First, a group of individuals within a school system has had the experience of actually identifying an issue that is of concern to them and going through a process that allows them to find answers and eventually to use this information to rectify the conditions that exist. Secondly, there is now a group of individuals within the school system who have skills and knowledge about research utilization and scientific knowledge that others can draw upon. As their skills increase they should be used with greater frequency by the school system itself as it attempts to deal with operational problems. The standard patterns that goes on in a system is that once a problem had been identified the system turns to outside resources. However, it is possible to build into school systems people with resources and skills that would allow them to identify issues as they begin to arise, to use internal methods of information gathering that are both more efficient and more meaningful, and begin to deal with these types of problems from within the school system. A model for university school system cooperation can be seen evolving. Universities can be quite useful if they can help school systems personnel pursue their own research interests and support the attempts of the system to carry on a program of continuous self-scrutiny.

How did the participants feel about the program? The staff attempted to maintain a dialogue with the participants as the training program evolved since we saw it a developmental, and since it was felt that their responses would be highly useful to the staff they began to conceptualize what it was they were attempting to do. This did, indeed, prove to be the case, and a number of times the participants gave cues that allowed things to move in more meaningful and productive directions. The final evaluation asked the participant a series of question. The final feedback (See Appendix ) indicates that the attempt was generally successful. Michigan COPED expects to increase this type of inservice training program and modify it in ways that seem appropriate to different types of school systems. The mechanics and methods for introducing research derivation and utilization skills to school system personnel are not yet clear. It is certain, however, that the goal is a worthwhile one, attempts to devise methods for implementation that are most meaningful and useful to its recipient will continue.

MODIFICATIONS, for future programs.

1. Goals and activities of the programs should be clearly outlined and made available to school systems prior to selection of participants.

2. Participants should be selected because of interest and/or ability in research and at a level within system where research skills can be utilized.

3. Knowledge of goals (1) and interest (2) increase
   a) committment
   b) receptivity
   c) understanding

In the C-training program, if participants had had a clearer picture of total design they would have been less confused on "parts" i.e. in 1) later generating a school system problem and 2) working together as school system teams.

4. Flexibility was a positive quality of planning for meetings but it often was related to being unprepared. More time is needed to prepare materials, fulfill data requests etc. This would be facilitated by the generation of an over all design suggested in number one.

5. The first few meetings should be longer and weekly, rather than the every other week schedule in this program. This would provide the time for building basic concepts and pushing the issue of committment. Longer sessions could be bi weekly or longer with arrangements for back home work.

6. Back home work is directly related to the need for use of a steering committee which should have been utilized for:
   a. involvement in planning each session
   b. a feeling of equality with the University staff at some level to enhance feeling of involvement of all members
   c. team building
   d. liaison to work sessions at home.

7. Use of the data package was good. Working with raw output on data relevant to their work was fruitful and exciting to participants. The more time suggested in number five would facilitate the problems of helping participants on how to order data. If this ordering process were clear, the participants could get the data back faster and be much clearer on what they were getting. It would be much easier to get to work on analyzing the data.

Suggestions for how to continue collaborating with C-training schools.

1) Change Agent team coordinators and representatives from C-training (i.e. steering committee) should be involved in feedback design to:
   a. work with U. Staff on initial outputs we are now working on to
   b. determine additional runs desired for feedback package and
   c. make specific requests for own system
   d. help design total feedback package

2) Change Agent Team Coordinators should meet with local C-training teams to report progress, act as liaisons to group working with U staff to:

   1. make suggestions
   2. generate further requests
   3. offer modifications on design for feedback package

3) The Change Agent team and C-trainees meet to design implementation of feedback to systems.

4) C-teams should become involved in future school system problems. Their involvement should include:

   a. Helping identify what the real problem is.
   b. Suggesting the kind of data needed to better understand the problem.
   c. How to gather these data.
   d. Where related information is available on the problem.
   e. How to order data so that meaningful results are returned.
   f. What feedback techniques might be utilized to most effectively feel the results back to the system.

With this type of collaboration between the C-team and the school system the C-team becomes a viable part of the system and the system begins to use trained resources from within. The outcome is school systems beginning to internalize their change process and become a self renewing system.

The following section is a detailed description of each training session, including agendas, description of each agenda activity and some evaluative observations. Materials that were distributed or worked with during the training sessions are compiled in a separate Appendix and will be referred to when relevant.

The type of training we are discussing was described as Macro-action training, because application of acquired skills is usually at a cross-system or "Macro" level. This research collaboration training program is designed to increase skills in using research data to identify problems, to derive implications from data, and utilize research in ways that are meaningful to recipients. This training, for purposes of identification, was termed C-training to differentiate from other types of training being carried on. The participants in C-training are referred to as C-trainees, C-people or the C-team.

A second type of training which will be discussed in the following section is the afore mentioned micro-action training, the participants focusing at the building or classroom level. This training program was designed to increase skills in problem solving and interpersonal competency. It is termed A-training and its participants referred to variously as A-trainees, A-people or A-team in the following description.

February 14, 1967

Agenda - All day meeting

| | | |
|---|---|---|
| 9:00 - 9:30 | | Coffee - informal getting acquainted |
| 9:00 - 10:30 | 1. | An orientation to COPED |
| 10:30 - 12:00 | 2. | Individual work on a basic education question |
| 12:00 - 1:00 | 3. | Lunch - Steering Committee Meeting |
| 1:00 - 2:00 | 4. | System teams generating a group answer to the educational question raised in the A.M. |
| 2:00 - 3:00 | 5. | Discussion of the use of the data collection package in solving this problem. |
| 3:00 - 3:30 | 6. | Organizational issues |

1. A brief diad between two University staff trainers was held to orient participants to the COPED project emphasizing the role of the C-training participants in the overall design. A question and answer period followed.

2. Participants explored a two-part educational question generated by the University staff: (1) What determines what goes on in the classroom, and (2) How is this related to what kids learn and their motivation to learn. Each participant wrote answers to this problem. The intent was to have the participants begin thinking about factors that influence classroom learning.

3. During lunch a newly formed steering committee, with a representative from each system, met with the University staff to discuss the morning's progress and to plan afternoon activities. It was decided that this committee would meet prior to each C-training session to react to the planned design.

4. Following lunch the system teams met to generate group answers to the morning questions. In developing answers, the teams were asked to give priority to their answers. The results of this work are in Appendix A . The purpose of individuals responding to the questions and then teams working on developing answers was: (1) to influence participants to begin thinking about how to "attack" a basic educational question (2) to have each team begin looking at their process while working on a task (3) to indicate the multitude of answers that can be derived from two questions (4) to have a basis for future work in which evaluative criterion could be generated to further look at the original questions.

5. The total group reconvened to discuss the team answers. The fishbowl technique was used as a means for discussing possible uses of the data collection package for diagnosing learning atmosphere in the classroom. One member from each team sat in the fishbowl with the two University trainers. The rest listened with option of participating.

6. Meeting times were established, bi-weekly, on Tuesdays from noon to 3:00 P.M. - Materials were distributed to be looked over before the next meeting. They included copies of all the questionnaires administered to students and adults and a paper describing the Michigan COPED change strategy.

Many of the participants left the first meeting confused. The confusion centered on a lack of understanding about COPED, the training program goals, and their relevance to each participants's role in his local system. Many of the trainees had been notified to attend the training by a superior only a day or two earlier because of availability, and had not, as expected, been asked or had volunteered due to an interest or ability in research. The University staff did not become aware of this until the first session was underway, consequently, when a more comprehensive orientation to COPED and the training program was not included in the design, most of the participants remained confused throughout the day's activities.

The University staff had hoped that meaningful activity and team developement during this session would generate enthusiasm for the program. However, due to the participants' confusion and their concern about back home acceptance for their participation in the training, this was not accomplished by the end of the first session.

February 21, 1967

Agenda

| | | |
|---|---|---|
| 12:15 | 1. | General Issues |
| 12:30 - 12:45 | 2. | Data presentation |
| 12:45 - 1:15 | 3. | Team work on meaning of data & what else is needed |
| 1:15 - 1:30 | 4. | Total group decides |
| 1:30 - 1:45 | 5. | Coffee |
| 1:45 - 2:00 | 6. | Teamwork on where we are and how we relate to other parts of COPED (?) |
| 2:00 - 2:15 | 7. | Feedback |
| 2:15 - 2:30 | 8. | Feedback of summary |
| 2:30 - 2:50 | 9. | Initial discussion; decision on what to work on (!) |
| 2:50 - 3:00 | 10. | Potpourri |

1. Printed summaries of the work done in the first session were distributed (see Appendix A ) with a brief report by one of the staff assistants.

2. A brief sketch of the relationship between research and problem diagnosis was given. It was followed by presentation of some initial analyses on a sample of the COPED student data (see Appendix B ). The data used here was chosen because it provided some answers to what determines what goes on in the classroom, relating to the work done in the first session.

3. The participants were then asked -- "What other information would you want in order to make sense out of the data being presented?" After a brief discussion by the total group, the question was dealt with by the school system teams.

4. Each team posted their answers for the total group with the other participants acting as "critique" people.

The critique session failed, and it failed for a number of reasons. For one thing, it was assumed that, on the basis of the first meeting, the trainees possessed a conceptual framework about research that gave meaning and purpose to the data presentation. This assumption was predicated on an earlier and equally ill-founded assumption that the trainees had a greater research sophistication than was actually true. As a result, there was too great an expectation about their ability to see the lack of clarity and specificity in the questions being asked. The staff expected them to ask questions about the data and to ask them in the style accepted by researchers. The trainees were unable to do this; consequently, they were also unable to provide each other with the kind of constructive criticism hoped for. An attempt was then made by the staff to take over the critique. This also failed because the trainees perceived it as an attack on their capability.

At this point the staff sensed the resistance and tried to open the issue. Several participants expressed their anger while the staff expressed their own frustration around direction and clarity. This all seemed to create a better climate between the participants and the staff. It was decided that the next session would focus more on the "real problems" of the participants.

March 7, 1967

The discussion at the conclusion of the February 21 meeting confronted the University staff with having to focus the C-training program. While planning for the next meeting the staff felt that the kind of experience the C-trainers needed was how to develop a real research question or problem with which one can work. It was realized by the staff that this was very similar to the focus of the A-trainees of COPED (see previous description). It was decided that since the A-trainees were developing leadership skills in problem solving,it would be good for them to lead the C-trainees in the first step of the problem solving process - problem identification. It was also felt there would be less resistance from the C-trainees to individuals from their own system. The University staff of C-training met ahead of time with the A-trainees to explain what their expectations were. These were: (1) Problem identification for the C-trainees, (2) Experiencing the problem-solving process, and (3) Giving time to the C-trainees to feedback to A-trainees on how effective the afternoon had been. Each A-team then designed a three-hour session for their C-training representatives. The following agenda represents one design. Each A-team's agenda was quite similar in design.

Agenda prepared by A-trainees from one System

| | | |
|---|---|---|
| 12:00 - 12:10 | 1. | Get acquainted |
| 12:10 - 12:25 | 2. | C-trainees in Fishbowl |
| 12:25 - 12:35 | 3. | A-trainees in Fishbowl |
| 12:35 - 1:00 | 4. | Large group for feedback |
| 1:00 - 1:45 | 5. | Problem identification |
| 1:45 - 1:55 | 6. | Coffee |
| 1:55 - 2:00 | 7. | Write down specific problem |
| 2:00 - 2:10 | | triad - diad |
| 2:10 - 2:15 | | rewrite problem |
| 2:15 - 2:25 | | force-field presentation |
| 2:25 - 2:35 | | write force-fields on problem |
| 2:35 - 2:45 | | diad or triad |
| 2:45 - 3:00 | 8. | Feedback |

1. A brief period was spent for people to get acquainted with one another.

2. The C-team sat in a fishbowl with their A-team as observers, discussing the question of why they were participating in the training program and how it related to back home problems.

3. The A-team then sat in the fishbowl to make process observations on how well the C-teams workes as a group. Commenting on whether they were listening to one another and what types of non-verbal communication were going on. In addition they evaluated the C-team's effectiveness in accomplishing their task and if in fact people were contributing individual ideas.

4. Both teams gathered in a total group for feedback from each team on results of fishbowl activities.

5. The C-team with the help of the A-people was to develop a specific problem that they would work on in subsequent C-training meetings.

7. After a break, the C-team began to work on ways to identify and solve their specific system problem. This was done as follows: The specific problem was written down. Then each C-training worked with one or two A-people redefining and clarifying the problem. The problem was rewritten, and a force field, (showing forces that support or detract from a solution of that problem) was done on the problem following a demonstration of the force field technique. Finally participants again worked in a diad or triad with the A-trainees to refine the problem development.

8. The total group again met for feedback of progress made during the total session.

The model described above was followed closely by the system whose agenda include in the description of this session. The participants from this system found the meeting beneficial. The other systems did not progress as far.

March 21, 1967

Agenda

| | | |
|---|---|---|
| 12:00 - 12:05 | 1. | Review of Agenda |
| 12:05 - 12:20 | 2. | Review of purposes for C-training |
| 12:20 - 1:05 | 3. | Clinic on problem definition and planning |
| | | a. put up problem statements (15 min) |
| | | b. selected clinic (20 min) |
| | | c. Derivation (10 min) |
| 1:05 - 2:05 | 4. | Personal work period (with resource persons)<br>(what is in a personal plan?) |
| 2:05 - 2:45 | 5. | Testing and feedback on project development plans |
| 2:45 - 3:00 | 6. | PMR and looking ahead |

1. The regular staff trainers were out of town on this day and two other members of the Michigan COPED team staffed the session. They briefly explained the agenda

2. A brief history of the thinking and experiences behind the training program was given.

3. The staff illustrated how a given problem can be more easily analyzed when its sub-parts are identified. First the problem must be selected. Each participant defined a personal problem. One problem, how a principal communicates with his building staff, was selected for clinicing. First the University staff discussed sources of data that were available in the COPED data collection package on the problem. Then ways of collecting supplementary data were discussed. The staff wanted to discourage use of the data package as the only source of data.

4. Participants again worked on the problems they had identified with staff trainers and assistants helping to determine sources and means of obtaining data.

5. Because the personal work demanded more time than had been anticipated this portion of the agenda never occurred.

6. Participants evaluated the session. No time was left to discuss future plans. See Appendix C for reactions.

At the end of the meeting, the participants evaluated their activities (See Appendix C ). The parts of the session they found most helpful were: (1) the new look at the purposes of C-training help, and (2) the clinic session. For the first time most of the participants felt that they understood their role as C-trainees. They felt that the clinic session was meaningful because it focused on a problem (more or less) relevant to all of them. However, the only complaints given were also about the clinic session: only one person and his problems were involved; the others felt left out.

April 4, 1967

Agenda

| | | |
|---|---|---|
| 12:15 - 12:30 | 1. | Interview |
| 12:30 - 12:45 | 2. | Demonstration of deriving data implications |
| 12:45 - 1:30 | 3. | Split into trios or quartets to do more work on data implications<br>10 min - Interaction<br>10 min - Observer feedback<br>5 min - Interaction<br>10 min - Observer feedback |
| 1:30 - 1:45 | 4. | Coffee |
| 1:45 - 2:45 | 5. | Team problem identification |
| 2:45 - 3:00 | 6. | Feedback |

1. In the form of an interview, the staff shared its goals of the C-training (see Appendix D ) with the participants and explained its benefits to the school systems (see Appendix E ).

2. The focus of the afternoon's activities was to develop skills in reading and interpreting tabulated data. Tables (see Appendix F ) had been mailed to the participants prior to the session. Using these data, a role-playing situation was established in which one staff trainer took the part of a teacher unfamiliar with research terminology. The purpose of the role play was to illustrate some of the factors involved in reading and interpreting data that has been prepared by someone else.

3. Participants split into groups of twos and threes and continued work on deriving data implications begun in item 2.

5. The remainder of the session, system teams selected a problem relevant to their systems to be worked on for the next two sessions. This was a major shift in focus from participants working on individual problems to having each team select a system problem for further work. This decision to change from individual to team was made because it was clear that there was not enough time left or resources available to work through each individual problem. Also, since some of the individual problems focused on a more micro level, i.e., classroom, it was felt that system teams would select a more macro problem, i.e., system to concentrate their work. The macro level was designed as one of the objectives of C-trainers.

For the University of Michigan staff, the April 4th meeting was the turning point in the training program. For the first time, they were able to specify what COPED hoped the training program would accomplish. Because of this, the staff was able to outline plans for the remaining sessions.. The trainees were very enthusiastic about the interview presentation. They also participated actively in the discussion following the role-playing demonstration and rated it favorably in their evaluations.

April 18, 1967

Agenda

12:00 - 12:15 1. Introduction to consulting procedures and distribution of examples

12:15 - 12:30 2. System teams select a consulting strategy and plan to carry it out

12:30 - 12:50 3. Teams share consultant/consultee roles (15 min. consultant, 5 min. feedback)
Jackson ---- Brooklyn, Detroit ----Livonia

12:50 - 1:10 4. Repeat of above
Livonia ---- Jackson, Brooklyn ----Detroit

1:10 - 1:20 5. Coffee

1:20 - 2:30 6. Where we are; where we're going

2:30 - 3:00 7. Teams work on problem(s)

- a. refine statement
- b. sub-group to investigate problem in terms of relevant data in:
  1) data package; 2) S.R.A. Booklets;[1] 3) other published findings that may help
- c. plan for diagnosis:
  - 1) additional data gathering?
  - 2) what questions need answering that aren't answered by data package or other?
  - 3) are outside resources needed for information or guidance?
  - 4) once you have data, how will you use it? (i.e., how to feedback information to systems - how much? what? to whom? in what way?)

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[1] Schmuck, Richard, Mark Chesler and Ronald Lippitt, Problem Solving to Improve Classroom Learning, Chicago: Science Research Associates, Inc., 1966

Fox, Robert, Margaret Barron Luszki and Richard Schmuck, Diagnosing Classroom Learning Environments, Chicago: Science Research Associates Inc., 1966

Chesler, Mark and Robert Fox, Role-Playing Methods in the Classroom, Chicago: Science Research Associates Inc., 1966

1. See Appendix H for models.

2. The teams met to decide on which consultant model they wanted to use in helping another team. Each team was confronted with having to look at their own resources for the most effective role of a consultant.

3. The consultant/consultee exchanges focused on each team's problem statement derived in the previous session. Two teams acted as consultants, two as consultees. The consultant team using one of three consultant strategies helped the consultees clarify their problem. The consultees then evaluated the exchange.

4. The roles were reversed and the process was repeated.

6. A brief period was spent disucssing progress to data and future plans.

7. In the remainder of the session each team worked on it's own problem, selecting questions from the COPED data package which might provide answers to the problem and determining other sources of data/ They began preparing requests for data from the COPED package on their systems.

Most of the participants found the consultant/consultee exchange a meaningful experience and nearly all said that their awareness of the problems of being a consultant had increased. It is important to note that during this session the teams began to recognize and use the resources they developed a much closer working relationship. For the first time there was a division of labor within the teams.

May 9, 1967

Agenda

| | | |
|---|---|---|
| 9:00 - 10:30 | 1. | Demonstration of the process of ordering data |
| 10:30 - 11:00 | 2. | Break |
| 11:00 - 12:00 | 3. | Representative from Educational Research Information Center presenting the ERIC concept and how the center can be used. |
| 12:00 - 1:00 | 4. | Lunch |
| 1:00 - 5:00 | 5. | Teams work with the print-out to discover some answers to their original questions. |
| 5:30 - 7:00 | 6. | Dinner |
| 7:00 - 8:30 | 7. | Each team and University staff to discuss "where do we go from here?" |

1. The staff used an opaque projector to show the teams a comparison of their own requests with what the staff finally derived from them. Words like "column," "sort," "control," and "variable" were foreign to the participants' vocabulary and had to be explained. It also had to be explained that in some cases a "mean and standard deviation" request was impossible.

3. The second element of the "information-giving" part of the day was a non-COPED presentation. A representative of ERIC ( Educational Research Information Center ) came and explained their information retrieval system. The participants were very interested in the kind of service ERIC will eventually provide and they asked numerous questions. This presentation was seen as providing participants with information on how to obtain data related to whatever problem a team had.

5. The teams worked for five hours on the print-outs of their data requests on their problem. The staff acted as resources to help participants interpret the raw data; learning what the numbers meant and deriving implications from them. One of the systems was unable to have its request processed because data had been collected in their schools later than in the other systems and was not processed. This team joined another system team and learned a great deal from their experiences. A third system team spent most of the day devising their own questionnaire. Their

team had chosen a problem which was not relevant to the data in the data package -- the problem of system annexation. This meant that Brooklyn had to create their own research design and carry it out by collecting relevant data. In a very real sense, this team made full use of the skills they had acquired: they used data from the data package as a guide in creating and administering their own questionnaire.

4. After dinner each team met alone for a few minutes to decide where they were going from here. Following this the teams presented their future goals to the University staff and other participants. The University staff explained how they perceived their role in further collaboration action-research work.

The staff had made inaccurate assumptions; that somehow the teams would make data requests in a researcher's language. This, of course, they were unable to do. In short, the requests were made at the last minute in a very ambiguous form, and it was the staff's responsibility to made sense out of them and get them processed. For this reason considerable time was spent in the session explaining methods of making data requests. The Universtiy staff also learned that ordering data and providing analyses guidelines for participants is a much longer and more arduous task than had been assumed.

The teams showed considerable enthusiasm for interpreting the raw data. For the staff the program reached its highest peak during this session. The reason for this peak was because the participants were excited about looking at data to find answers and for the first time the phrase " collaboration between university and school personnel on a shared evalution problem " seemed to become clear to everyone.

May 16, 1967

Agenda

| | | |
|---|---|---|
| 12:00 - 1:00 | 1. | Demonstration of different feedback models |
| 1:00 - 1:30 | 2. | Discussion in teams on how relevant these models were for their system. |
| 1:30 - 2:00 | 3. | General discussion on feedback issues and problems |
| 2:00 - 2:30 | 4. | P.M.R. |

1. Using material from a feedback monograph the trainees were introduced to a number of critical issues involved in the feedback process (see Appendix J ). The issues of audience composition and expectations were among the factors discussed. The purpose was to help trainees see how different considerations were important in determining design and success of a feedback model.

2. The participants met in their teams to discuss the feedback models in relation to the research problem with which they were working and in relation to their particular system.

3. The general session was an interaction between participants and staff around the issues of feedback.

4. A final P.M.R. had been written by the University Staff (see Appendix K ). Since it was lengthy the participants were asked to take it with them and mail the completed form later.

The final C-training session was designed with the future in mind -- the future of the program itself, and especially the role of the C-teams in the eventual analysis and feedback of data in their respective systems. Each of the four teams had identified a problem that it felt was diminishing the effectiveness of its school system. Each had specified the data that might be related to the issue they were considering and had worked through a comparison process.

The next consideration was to use the data in such a way so that its meaning for the system could be derived and lead to an examination of possible action steps. The purpose of this meeting was intended to familiarize the trainees with a number of possible feedback models.

This was in anticipation of the fact that at some future time the trainees would have the responsibility of feeding back COPED data to various groups in their system. Although the response to the presentation was generally positive, the participants struggled for quite a while with the potential power and responsibility they perceived in the feedback role. Concerned, and at times angered, they feared that the feedback process could be used to manipulate people's thinking and behavior. They were asking if feedback was really anything more than a subtle tool for propagandizing. The idea that a feedback design should be altered to meet the needs and expectations of the audience seemed reasonable. However, their reaction was ambivilent when faced with the realization that they or someone else could actually channel other people's thoughts and actions. They both feared and respected the power implied.

The issue was never fully resolved, but it was put into a more rational context by one of the participants, who pointed out that the process of teaching children is quite similar to the process of feedback. In each case one tries to do the best he can to educate and influence others in a specific way.

## APPENDIX A

## DETERMINING FACTORS OF WHAT GOES ON IN THE CLASSROOM

| | SYSTEM A | | SYSTEM D | | SYSTEM B | | SYSTEM C | | TOTALS | |
|---|---|---|---|---|---|---|---|---|---|---|
| Factors | Sys. | Ind. | Sys. | Ind. | Sys. | Ind. | Sys. | Ind. | Sys. | Ind. |
| 1. Attitudes & values of teachers & students (educational & personal) | 1 | 2 | 1 | 4 | 0 | 6 | 1 | 6 | 3 | 18 |
| 2. Motivating techniques | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 4 |
| 3. Skill & interest of teachers in subject areas | 1 | 3 | 1 | 4 | 1 | 3 | 1 | 4 | 4 | 14 |
| 4. Meeting & understanding the needs & goals of students | 1 | 1 | 1 | 3 | 1 | 4 | 0 | 4 | 3 | 12 |
| 5. Ability & interest of students | 1 | 2 | 0 | 3 | 0 | 2 | 0 | 4 | 1 | 11 |
| 6. Outside influences on students (home etc.) | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| 7. Organization | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| 8. Availability & types of resources; how they are used | 1 | 2 | 0 | 4 | 0 | 2 | 1 | 6 | 2 | 14 |
| 9. Innovations (ease of implementing, etc.) | 1 | 2 | 0 | 3 | 0 | 5 | 0 | 5 | 1 | 15 |
| 10. Respect for individual differences & opinions on the part of students & teachers | 1 | 0 | 1 | 3 | 1 | 4 | 1 | 4 | 4 | 11 |
| 11. Administrative policies (system wide) | 1 | 2 | 0 | 4 | 0 | 4 | 1 | 5 | 2 | 15 |
| 12. Community goals | 1 | 1 | 1 | 1 | 1 | 3 | 0 | 4 | 3 | 9 |
| 13. Socio-economic status of community | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 6 |
| 14. Room environment (person-person relationships) | 1 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 1 | 6 |

| | System A | | System D | | System B | | System C | | Totals | |
|---|---|---|---|---|---|---|---|---|---|---|
| Factors | Sys. | Ind. | Sys. | Ind. | Sys. | Ind. | Sys. | Ind. | Sys. | Ind. |
| 15. Teacher's competency & experience in classroom management | 0 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 3 | 7 |
| 16. Teacher's enthusiasm | 0 | 1 | 0 | 1 | 1 | 3 | 0 | 0 | 1 | 5 |
| 17. Teacher's & students' feelings toward community goals | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 2 | 4 |
| 18. Teacher's socio-economic background | 0 | 0 | 0 | 3 | 1 | 2 | 0 | 3 | 1 | 8 |
| 19. How staff interacts | 0 | 0 | 0 | 1 | 1 | 3 | 1 | 5 | 2 | 9 |
| 20. Principal's "style" (directing vs. facilitating) | 0 | 1 | 0 | 3 | 1 | 2 | 0 | 5 | 1 | 11 |
| 21. Building norms--peer leadership | 0 | 0 | 0 | 3 | 1 | 3 | 1 | 4 | 2 | 10 |
| 22. Children's freedom & willingness to participate in classroom experience | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 5 |
| 23. Willingness of teacher to critically examine his own as well as children's behavior | 0 | 0 | 0 | 2 | 0 | 3 | 0 | 1 | 0 | 6 |
| 24. Nature of subject taught, established guidelines | 0 | 1 | 0 | 3 | 0 | 4 | 0 | 4 | 0 | 12 |
| 25. Physical limitations of the setting (e.g., size of class, location, attractiveness, time) | 0 | 1 | 0 | 2 | 0 | 4 | 0 | 2 | 0 | 9 |
| 26. Students' backgrounds, problems | 0 | 1 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 5 |

## APPENDIX B

## HOW DO YOU FEEL ABOUT THESE THINGS?

| Getting along with the other students in the class is just as important as school work. | Agree very much | Agree some | Am in between | Disagree some | Disagree very much |
|---|---|---|---|---|---|
| 1. Each pupil's self report | 15<br>(9)<br>[14] | 8<br>(13)<br>[11] | 4<br>(7)<br>[1] | 1<br>(2)<br>[3] | 3<br>(1)<br>[0] |
| 2. How pupils think the class feels | 8<br>(9)<br>[26] | 10<br>(8)<br>[2] | 5<br>(9)<br>[0] | 3<br>(4)<br>[0] | 3<br>(2)<br>[1] |
| 3. How pupils think their teacher feels | 16<br>(13)<br>[8] | 7<br>(6)<br>[11] | 3<br>(7)<br>[5] | 1<br>(5)<br>[5] | 2<br>(1)<br>[0] |
| 4. Teacher's self report | X<br>(X)<br>[X] | | | | |
| 5. How teacher thinks the class feels | [X] | X<br>(X) | | | |

# - 5th grade
(#) - 5th grade
[#] - 11th grade

Appendix B

## HOW DO YOU FEEL ABOUT THESE THINGS?

| Asking the teacher for help is a good thing to do | Agree very much | Agree some | Am in between | Disagree some | Disagree very much |
|---|---|---|---|---|---|
| 1. Each pupil's self report | 14<br>(14)<br>[18] | 11<br>(13)<br>[10] | 1<br>(1)<br>[1] | 2<br>(2)<br>[0] | 1<br>(1)<br>[0] |
| 2. How pupils think the class feels | 13<br>(10)<br>[10] | 10<br>(12)<br>[13] | 6<br>(6)<br>[6] | 0<br>(3)<br>[0] | 0<br>(1)<br>[0] |
| 3. How pupils think their teacher feels | 15<br>(15)<br>[7] | 9<br>(13)<br>[12] | 2<br>(4)<br>[7] | 3<br>(0)<br>[2] | 0<br>(0)<br>[1] |
| 4. Teacher's self report | X<br>[X] | (X) | | | |
| 5. How teacher thinks the class feels | X<br>[X] | (X) | | | |

#   - 5th grade
(#) - 5th grade
[#] - 11th grade

Appendix B

## HOW DO YOU FEEL ABOUT THESE THINGS?

| It is good to take part as much as possible in classroom discussions | Agree very much | Agree some | Am in between | Disagree some | Disagree very much |
|---|---|---|---|---|---|
| 1. Each pupil's self report | 25<br>(21)<br>[22] | 3<br>(7)<br>[6] | 1<br>(2)<br>[0] | 1<br>(1)<br>[1] | 0<br>(0)<br>[0] |
| 2. How pupils think the class feels | 19<br>(10)<br>[9] | 6<br>(13)<br>[17] | 3<br>(2)<br>[3] | 1<br>(6)<br>[0] | 0<br>(1)<br>[0] |
| 3. How pupils think their teacher feels | 24<br>(26)<br>[26] | 3<br>(3)<br>[2] | 2<br>(2)<br>[0] | 0<br>(1)<br>[0] | 0<br>(0)<br>[1] |
| 4. Teacher's self report | X<br>(X)<br>[X] | | | | |
| 5. How teacher thinks the class feels | X | (X)<br>[X] | | | |

# - 5th grade
(#) - 5th grade
[#] - 11th grade

## APPENDIX C

C - training PMR

Name____________________
System___________________
Position__________________

Please respond to the following statements by circling the appropriate number. (For instance, if you agreed very much, you would circle the number "1"; if you were undecided, you would circle the number "4"; or, if you disagreed, you would circle the number "7".)

agree very much — disagree very much

1 2 3 4 5 6 7

1. Today's meeting was worthwhile.
2. Today's meeting helped clarify the goals of C-Training.
3. My skills in action-research were increased by today's activities.
4. My present role in the system will permit me to be effective in helping others use these action-research skills.
5. The data feedback material that I received in the mail was clear and understandable.
6. There was sufficient time to accomplish the goals of the session.
7. There was adequate opportunity for me to ask questions and/or make contributions during the session.
8. There was an open expression of feelings and concerns.
    a. by me
    b. by others

Appendix C

C-Training
March 21, 1967

Name____________________
System____________________
Position____________________

The next three questions are of particular importance for planning future C-Training sessions. Please be as specific as possible.

1. What aspect(s) of today's meeting did you find most helpful?__________

2. What aspect(s) of today's meeting did you find least helpful?__________

3. What would you like to have included in future C-Training meetings?____

## APPENDIX D

## AGENDA OVERVIEW --
## NEXT THREE MEETINGS

| | |
|---|---|
| 4-18-67 | Data gathering as part of process of solving own problem:<br>a. distributing responsibility among team members.<br>b. carrying this out. |
| 5-2-67 | Models (simulations) of feedback sessions. |
| 5-16-67 | Teams feedback information on their experiences to total group.<br>a. critiques<br>b. re-entry |

Recommence C-Training in Fall.

Appendix D

## C-Training Outcomes

I. Knowledge of how data is approached, how it is understood, and its possible uses in real situations.
    A. Working with small data segment.

II. Knowledge of problem-solving sequence.
    A. Working on identification and solving of problem.

III. Knowledge of what is in Data package, and how it can be used in approachin a real issue.
    A. Working on own problems.

IV. Knowledge of various quick ways of collecting data in relation to a real question.
    A. Working on own problem.
    B. Knowledge of S.R.A. booklet.

V. Knowledge of various techniques of feeding back data.
    A. To whom should it be fed back?
    B. For what reasons, purposes?
    C. How should it be fed back?
    D. Work with U. of M. team.
    E. Feedback to each other.

VI. Better skills in interpersonal relations.
    A. Working as a team.
    B. Exercises in consultation.

# APPENDIX E

## C-Training

### Its Use in the System

I. Resource personnel when problems are identified, or in dealing with own problems.

II. Help both U. of M. team and Core team (change-agent team) in deciding what type of data should be fed back to system.

III. Help Core team in deriving implications from data analyses of your own system.

## APPENDIX F

Refer to Student Questionnaire, Part I,
"How Do You Feel About These Things?",
questions 1 through 7

| | Class #1 | | Class #2 | | Class #3 | | Class #4 | | Class #5 | | Class #6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | MEAN | S.D. | MEAN | S.D. | MEAN | S.D. | MEAN | S.D. | MEAN | S.D. | MEAN | S.D. |
| #1. It is good to take part as much as possible in classroom discussions. | 1.45 | .755 | 1.47 | .901 | 1.27 | .680 | 1.31 | .649 | 1.48 | .815 | 1.27 | .444 |
| 2. Asking the teacher for help is a good thing to do. | 1.81 | .997 | 1.78 | .892 | 1.77 | 1.023 | 1.41 | .558 | 1.69 | .700 | 1.54 | .570 |
| 3. The teacher should really try to find out how the students feel. | 1.97 | .912 | 2.31 | 1.310 | 2.47 | 1.310 | 1.79 | .886 | 1.55 | .723 | 1.50 | .693 |
| 4. School work should be fun most of the time. | 2.58 | 1.212 | 2.53 | 1.172 | 2.40 | 1.172 | 2.14 | .937 | 2.41 | 1.001 | 2.42 | 1.306 |
| 5. It is good to help other students with school work except during tests. | 2.35 | 1.471 | 2.22 | 1.430 | 2.10 | 1.241 | 2.03 | .999 | 2.03 | 1.066 | 1.81 | .833 |
| 6. You should always work as hard as you can in this class. | 1.58 | 1.101 | 1.84 | 1.302 | 1.17 | .647 | 1.28 | .518 | 1.62 | .715 | 1.65 | .617 |
| 7. Getting along with the other students in this class is just as important as school work. | 2.19 | .997 | 1.91 | 1.400 | 1.97 | 1.278 | 1.76 | .934 | 1.93 | 1.015 | 2.23 | 1.085 |

(see following page)

## Appendix F

For each class the mean or average is given. The standard deviation (S.D.) is a measure of range. From this we have identified these students who are beyond one standard deviation from the mean on from 4-7 of the questions.

For example on question #1, classroom number #1, a student would have had to answer 3 or greater (1.45 = .755 = 2.205 rounded to 3) to be considered a deviate on that question. The same procedure is followed for all students on all questions for all classrooms.

The population of students thus identified (beyond standard deviation from the average on at least 4 questions) is then looked at sociometrically.

Appendix F

Refer to Students Questionnaire Part II,
"The People in This Classroom Group" --

Q. #1--Who are the 4 students in this classroom who you think are best at doing school work?

| Total # of Students in class | Classroom #<br>1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| | 32 | 31 | 30 | 28 | 29 | 26 |
| RANGE OF MENTIONS | | | | | | |
| 00 | 1111[1](1) | ~~1111~~ 111(1) | ~~1111~~ ~~1111~~ 1<br>[1] [1] | [1][1](1)<br>1111 | ~~1111~~ ~~1111~~ ~~1111~~ 1 | 1111(1)(1) |
| 01 | ~~1111~~ 1 | ~~1111~~ 1① | 1 1(1) | [1]~~1111~~ 1 | 111 | ~~1111~~ 1(1) |
| 02 | ~~1111~~ | ~~1111~~(1) | 11 | 111 | 1 | 11 |
| 03 | 111(1) | 1 | 1111 | 111 | 11 | 11 |
| 04 | 1 | | | 11 | | 11 |
| 05 | (1)11 | | 11 | 1 | 1 | 1 |
| 06 | 1 | 1 | | | 11 | 1 |
| 07 | | 1 | 1 | | | |
| 08 | 111 | | | 1 | | |
| 09 | | 1 | 1 | 1 | | 1 |
| 10 | | 1 | | | | |
| 11 | 1 | | | | 1 | |
| 12 | | | 1 | | | 1 |
| 13 | | 11 | | 1 | 1 | 11 |
| 14 | 1 | | | | | |
| 15 | | | | 1 | | 1 |
| 16 | | | 1 | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | 1 | | | | | |
| 21 | | | 1 | | | |
| 22 | | 1 | 1 | | | |
| 23 | | 1 | | 1 | | |
| 24 | | | | | | |
| 25 | | | | | | |
| 26 | | | | 1 | | |
| 27 | | | | 1 | | |

Appendix F

The total number of times that a student could be mentioned is one less than the number of students in the classroom(N - 1). What is presented above are those number of students who are selected by their classmates as being best at doing schoolwork a specific number of times. For example, for classroom #1, 6 students are not selected by anyone, 5 persons are selected twice, and only 1 person is selected as many as 20 times. In this particular classroom, the highest possible number of mentions would be 31.

We have identified those students who deviated from their classmates on at least four of the questions from "How Do You Feel About These Things?" Classroom #5 contained no students who deviated from the mean on 4 or more questions.

The following symbols are used:

( ) = Respondents who deviated on 4 questions.

[ ] = on 5 questions.

○ = on 6 questions.

Now by looking at the table we can see the relationship between a student's seeing the class differently and the degree to which he is seen by his classmates as being good at schoolwork.

Appendix F

Q. #2--Who are the 4 students in this classroom group who are the most helpful to you?

RANGE OF MENTIONS

| Total # of students in class | Classroom # 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| | 32 | 31 | 30 | 28 | 29 | 26 |
| 00 | 11 | (1) | 111[1](1) | 1[1][1] | 1 | 11 |
| 01 | 1[1](1) | 111 | 1111[1] | 1 | 𝍸 111 | 11(1)(1) |
| 02 | 1111 | 1 𝍸 | 𝍸 | 𝍸 1(1) | 𝍸 111 | 𝍸 1 |
| 03 | 1111 | 111(1) | 1111 | 11 | 1 | 11 |
| 04 | 𝍸 111(1) | 𝍸 11① | 1 | 11[1] | 1111 | 11 |
| 05 | 1 | 1111 | 11 | 𝍸 1 | 1111 | 11(1) |
| 06 | 111 | 1111 | 11 | 1 | 1 | 111 |
| 07 | 11 | | 1 | 11 | | |
| 08 | (1) | | 11 | 1 | | 1111 |
| 09 | | 1 | | 11 | 1 | |
| 10 | | | 1 | | 1 | |
| 11 | 11 | | 11 | | 1 | |
| 12 | | | 1 | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | | | | | | |

Appendix F

The total number of times that a student could be mentioned is one less than the number of students in the class (N - 1). What is presented above are those number of students who are selected by classmates a specific number of times. For example, for a classroom #1, only 2 students are not selected by anyone. Conversely, in this classroom, 9 students are selected by four of their classmates.

We have identified those students who deviated from their classmates on at least four of the questions from "How Do You Feel About These Things?" Classroom #5 contained no students who deviated on 4 or more of these questions.

The following symbols are used:

( ) = Respondent who deviated on 4 questions.
[ ] = on 5 questions.
○ = on 6 questions.

Now by looking at the table we can see the relationship between seeing the classroom differently and the degree to which a student is seen as being helpful by his classmates.

Follow the same procedures for reading the remaining two tables.

Appendix F

## Q. #3--Who are the 4 leaders?

RANGE OF MENTIONS

| Classroom # | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Total # of students in class | 32 | 31 | 30 | 28 | 29 | 26 |
| 00 | 卌 1(1) | 卌 1111(1) | 1111(1) | [1][1][1](1)<br>卌 1111 | 卌 卌 11 | 卌 11 |
| 01 | 卌 | 卌 1① | 11[1] | 1111 | 1111 | 1111(1) |
| 02 | 卌 1 | 11(1) | 卌[1] | 1 | 111 | 卌(1) |
| 03 | 1 | 11 | 1111 |  | 1111 | 1 |
| 04 | 1(1)[1] | 11 | 11 | 111 |  | 111 |
| 05 | (1) |  | 1 |  |  | (1) |
| 06 | 1 | 11 | 111 |  | 1 | 1 |
| 07 | 11 | 1 | 11 |  |  | 11 |
| 08 |  |  |  | 111 |  |  |
| 09 | 1 | 1111 | 11 |  | 11 | 1 |
| 10 | 1111 |  |  | 1 |  | 1111 |
| 11 |  | 1 |  | 1 | 1 |  |
| 12 |  | 1 |  |  |  |  |
| 13 |  |  | 1 | 1 |  |  |
| 14 |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |
| 17 |  | 1 | 1 |  | 11 |  |
| 18 |  |  |  | 1 |  |  |
| 19 |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |
| 21 |  |  |  |  |  |  |
| 22 | 1 |  |  |  |  | 1 |

Appendix F

Q. #4--Which 4 students in this classroom group do you like the most?

RANGE OF MENTIONS

| Total # of Students in class | Classroom # | | | | | |
|---|---|---|---|---|---|---|
| | 1<br>32 | 2<br>31 | 3<br>30 | 4<br>28 | 5<br>29 | 6<br>26 |
| 00 | 1[1](1) | 111 | 11[1] | [1] | 111 | |
| 01 | 1 | 111 | 11[1] | 卌[1] | 卌 1111 | 1 |
| 02 | 卌 | 11① | 卌 | 卌(1)1[1] | 11 | 卌 1 |
| 03 | 卌 1 | 1111(1) | 1111 | 1 | 1111 | 卌 11(1)(1) |
| 04 | 卌 | 1111(1) | 1111(1) | | 11 | 1(1) |
| 05 | 11(1) | 卌 1 | 111 | 11 | 11 | 1 |
| 06 | 111 | 111 | 11 | 11 | 111 | 111 |
| 07 | 111(1) | | 1 | 111 | 1111 | |
| 08 | 1 | 111 | | 11 | 1 | |
| 09 | | 1 | 11 | | | 1 |
| 10 | 1 | | 1 | 1 | | 1 |
| 11 | | | | 1 | | |
| 12 | | | 1 | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | | | | | | |
| 22 | | | | | | |

# APPENDIX G

## School Personnel as Scientific Inquirers

### Abstract

Morton H. Shaevitz, Ph.D.
Department of Psychology,
Institute for Social Research,
University of Michigan

For more than a year, the Michigan region of the Cooperative Project for Educational Development has been working actively with four school systems in the Southern Michigan area. The overall goal of the consultative effort is to introduce techniques for self-evaluation that will eventually result in the systems becoming Self-Renewing. By that we mean that it uses appropriate methods to reappraise its goals and methods to the end that planned change will occur.

Three distinct yet related types of interventions are taking place. First, each school system had formed a cross-role change agent team whose primary goal is to become sensitive to major system problems. In addition, this group will have the responsibility of coordinating other school personnel as attemps at planned change begin.

Second, a limited number of principals and teachers are being taught the skills of action-research. Using a laboratory method, participants are helped to identify, diagnose, and solve problems that they encounter in their work environment. The use of both scientific knowledge and contemporary data gathering are stressed. In addition, this group will receive training in how to impart their knowledge to peers, replicating, in a sense, their own experience as learners in a teaching situation.

Finally, a group of individuals whose roles in the schools (research coordinator, reading specialist) dictate concern with systemwide problems are also being trained as action-research personnel. Moreover, they are developing skills in data analysis, interpretation, and utilization. In this task, they are using the extensive sampling taken as part of the University of Michigan COPED research effort.

The expectations are that these three groups of individuals will develop complementary skills which can be coordinated as the school system attemps to diagnose and solve its own operational difficulties. We believe this is a viable model for university-school system collaboration.

## APPENDIX H

## COPED C-Training 4/18/67

### Role of Consultant

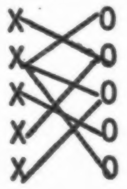
The involvement between a consultant and a client is not a neutral, affectless one; rather it is infused with some of the same elements present in the clients's "back-home" location. But how can this "outsider" attach himself to an already existing social system, invest energy and gain commitment, and still remain neutral enough to observe and help objectively? How can he provide actual help, given the neutrality of his role and his emphasis on only indirect intervention? How can he switch hats and go from a problem-solving phase to an action phase? (Or should he?) And finally, how can he leave such a social system once he has developed the necessary emotional involvement? (taken from The Planning of Change by Bennis, Benne and Chin.)

It is our belief that the paragraph stated above provides some critical issues that consultants need to be cognizant of before and while interacting with client or client system. Today in the C-Training session you are going to consult with other teams in an attempt to help them. In order to help you think about how teams might approach the consultant role some consultant procedures are described below. As you think about which procedure you feel is most effective, keep in mind any diagnostic data you have about the team with whom you are going to consult. Also keep in mind the issues raised in the first paragraph.

X Consultants
0 Clients

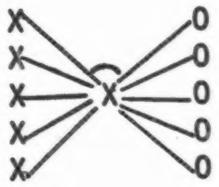
### MODEL #1

Consultant team with client team.



All members participating. Open interaction between everyone.

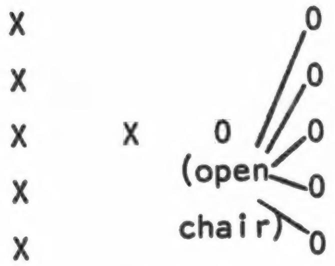
### MODEL #2



The consultant can get help from his peers during the interaction. This can be at specified intervals or when ever a peer has something to say so he can respond.

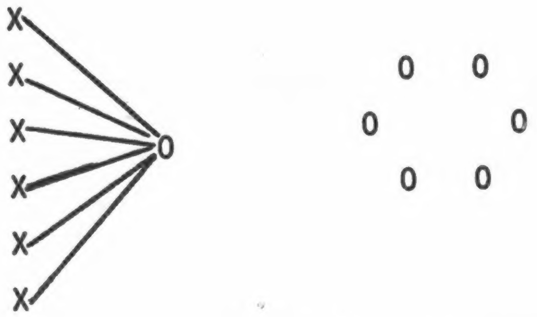
Appendix H

MODEL #3



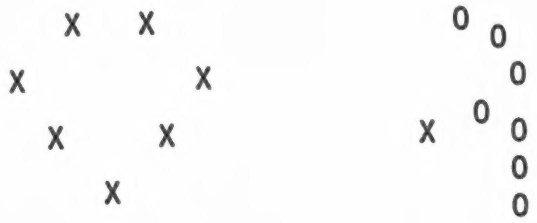
The open chair procedure provides an opportunity for any member to take the chair to ask questions of the consultant. An open chair could also be used by the consultant for his peers to use.

MODEL #4



Client group sends representative to consultant group. Client representative returns periodically to check with peers on other help that might be needed.

MODEL #5



Opposite of #4, consultant returns to peers to check on how he might better help client group.

The focus of today's session is on the role of the consultant. There is another issue here related to the role of the client in how to effectively utilize a consultant. It is apparent that clients seldom respond to the question, "how can we best utilize the resources of a consultant?"

Appendix H

Questions C-Trainers should be concerned about while practicing consultant role skills:

1. As a C-trainer, what consultant skills do I possess?
2. How can I (we) best help clients?
3. Are there unique issues relevant to consulting within one's own system?
4. If so, what are the features of my social system that are pertinent diagnostic data for me becoming more effective as a consultant in that system?

## APPENDIX I

### Feedback: Some General Considerations

1. Why are you giving a feedback session?
2. Who is your audience?
3. What do you want to happen?
4. What follow-up, if any, is planned?
5. a. How does your audience view the situation?
   b. What do they expect?
   c. Why do they think you have come together?

## Appendix I

### Feedback Models

1. TOTAL PRESENTATION
   - Data and/or
   - Implications and/or
   - Action proposed and/or
   - Implementation

II. CONFRONTATION
   - Data
   - Implications
   - Action
   - Implementation

### Possible Methods

- Distributed written material
- Formal address
- Formal address with visual
- Formal address with visuals on population (each person has his own position)
- Tape:
  - -contrasting different populatic
  - -sensitizing to population
- Role play

LARGE GROUP:

- Reactor panel
- Subgroup representatives, modified fishbowl

Appendix I

| CRITICAL ISSUES | IMPLICATIONS |
|---|---|
| -How resistant is the audience? | -More accepting → more you interpret. |
| -How involved was the audience in the research effort? | -More involved → more willing to listen; related to amount of work necessary to get attention. |
| -Who is the presenter<br>vs<br>Who is the audience | -Greater the role overlap, greater the relevance. |
| -How much work is the presenter ready to do? | -If they ask and you do, → greater the involvement |
| -How much power does the audience have? | -The more certain the action, greater the involvement |

# APPENDIX J

## C - Training: May 16, 1967

### Reactions

During the next few weeks, we will be devoting considerable time to the tasks of (1) writing a final evaluation of this year's C - Training Program, and (2) making specific recommendations for its continuation in the Fall. Your final reactions to C-Training will be important contributions in both of these efforts. Because of this, we ask that you take as much time as is necessary to answer the following questions in a way that best reflects your own feelings.

1. What, if any, potential value can you see in creating a close working relationship between a school system and nearby universities?
   a. how might the school system benefit?
   b. how might the universities benefit?
2. If you feel that this idea has merit, do you think that a program like C-Training can help facilitate school system - university cooperation? Why or why not?
3. What changes, if any, have there been in your attitudes about the potential value in using of research skills to help identify, diagnose, and offer solutions to problems faced by a school system?
4. There have been a number of ups and downs for the U. of M. team as the C - Training Program has progressed. What aspects of the program did you feel were the most exciting? What aspects did you find least satisfactory?
5. If C-Training is recommenced in the Fall, what suggestions do you have for involving the program so that it will be more helpful to individual trainees and, in turn, to their school systems?
6. If, indeed, C - Training does begin in the Fall, would you like to be a participant?
7. Would you like to continue working with the U. of M. staff during the summer?

## APPENDIX J N=19

Q-1. What, if any, potential value can you see in creating a close working relationship between a school system and nearby universities?

| a. how might the school system benefit? | Total Responses |
|---|---|
| University as resource for new ideas, provide new methods for teaching. | 7 |
| University as support for change; University innovativeness would counter school system rigidity. | 5 |
| University as resource for research findings, storehouse of findings and data now inaccessible to schools, unpublished data. | 11 |
| University as resource for staff pool, consultants, trainers. | 9 |
| University would provide data processing equipment, computers, data gathering techniques. | 2 |
| University as evaluator; give outsiders objective viewpoint, can assess school problems. | 5 |
| University provides needed encouragement for continuous education of teachers, adds to improvement of instruction. | 2 |
| Status of University; recognition and cooperation from University staff provide impetus to do better in school systems. | 1 |
| No answer. | 0 |
| **b. how might the universities benefit?** | |
| Schools provide access to natural setting; theorists can deal with real problems and issues. | 13 |
| Schools provide testing ground; Researchers can put their ideas to test, see research in action. | 9 |

Appendix J

| | Total Responses |
|---|---|
| Schools can provide actual information on students and staff, results of previous experiences, access to records. | 4 |
| Schools give opportunity for changing teacher training programs, could open channels of communication with University teacher's programs. | 4 |
| Schools provide opportunity for University people to observe school system receptivity to change. | 1 |
| Schools as evaluators; opportunity for feedback and evaluation of University theories. | 1 |
| No answer. | 0 |
| General comments in Q I not applicable to 1a or 1b. | |
| School System-University cooperative facilitates the cycle of "theory begets practice begets theory" etc. | 2 |
| School system-University cooperation would reduce time gap between research findings and their application. | 2 |
| No general comments added. | 15 |
| Q.2 If you feel that this idea has merit, do you think that a program like Training can help facilitate school system-university cooperation. If so, why? | |
| Collegial relationships; cooperation provides school system people who can work on equal level with University people, eliminates doctor-patient feeling. | 3 |
| Understandable data feedback, provides people in system who can feedback data in understandable terms. | 2 |
| Establishes trust; University and school system people are brought together, work together. | 5 |

Appendix J

| | Total Responses |
|---|---|
| Mutual interests; school system and university people work on same problems. | 2 |
| Opens communication channels; school system people will have access to resource people. | 3 |
| Don't know | 1 |
| Not answered | 3 |
| If not, why not? | |
| Lack of time; people have other pressures, administrators don't support or give release time. | 2 |
| Problems not of mutual interest; Universtity and school people have separate interests. | 1 |
| Long term training needed; training period is not extensive enough. | 1 |
| No response for "why not". | 14 |
| Don't know. | 1 |
| Q-3. What changes, if any, have there been in your attitudes about the potential value in using of research skills to help identify, diagnose, and offer solutions to problems faced by a school system? | |
| No change; have always seen the value of using research skills. | 6 |
| More awareness; Training has increased feeling that research skills are needed and valuable. | 4 |
| Changed attitude about current methods; now see that most research is based on inadequate and faulty research, now aware of void in trained staff. | 2 |
| Prospect of putting own skills to use has increased respondents notion of their value; more hopeful, more confident to seek out areas of needed research. | 3 |

Appendix J

| | Total Responses |
|---|---|
| Changed attitude to feel that "someone else should dig out the data". | 1 |
| Increased fear about usage; acquired skills can be used inadequately, as a weapon, etc. | 2 |
| No answer. | 1 |

Q-4. There have been a number of ups and downs for the University of Michigan team as the Training Program has progressed. What aspects of the program did you feel were the most exciting?

| | |
|---|---|
| General positive comments; training was exciting, it was all worthwhile. | 1 |
| Session on feedback techniques; learning techniques, problems or utilization, etc. | 6 |
| Data feedback; working with real data, seeing actual data printouts. | 5 |
| Process activity; Role playing; acting as consultant, the session on process with the "A" trainers. | 4 |
| Setting up own problem; tackling a specific problem to work on. | 5 |
| Studying data package; use data package as a source, posing questions about items on data package. | 4 |
| When our team was permitted to choose its own course of action. | 1 |
| Extra training benefits; coffee with the University of Michigan team, the trip with the team to and from Ann Arbor. | 1 |
| All day meeting, more time to work. | 1 |
| No answer | 1 |

What aspects did you find least satisfactory?

| | |
|---|---|
| Not enough time; 3 hours is not enough time, too little time to ever get into anything. | 2 |

Appendix J

| | Total Responses |
|---|---|
| Earlier meetings seemed to have no direction; seemed to be looking for something to do, confusing; too much talk. | 6 |
| Data feedback; objected to charts, figures, etc. | 1 |
| Intra-team problems; lack of stimulation within own team, indecision, more focus on teamwork skills needed. | 3 |
| All districts not ready; different systems at different stages, so progress retarded. | 1 |
| Unequal relationship to University team; school teams seemed to feel inferiority. | 1 |
| No data collected in system, behind because had no actual data to work with. | 3 |
| Poor communication between central and various school concerning Training in system. | 1 |
| No answer. | 4 |
| Q-5. If Training is recommenced in the Fall, what suggestions do you have for improving the program so that it will be more helpful to individual trainees and, in turn, to their school systems? | |
| Provide more time; have longer sessions, start earlier in the school year. | 2 |
| Train people who are interested; have people with some background, interest or training, be explicit about goals so only those interested will come, don't include those appointed by their principals, etc., who don't want to come. | 3 |
| Closer working relationship between "micro" and "macro" teams; start both teams together, more meetings with "micro" team. | 2 |
| Provide more teamwork skills; more sensitivity skills needed to deal with other groups | 2 |

Appendix J

| | Total Responses |
|---|---|
| More contact among the different systems and with the University. | 1 |
| More problems to set up; spend more time on actual problems and less on wasted talk, encourage research projects in each system. | 6 |
| Provide more summaries of diagnostic techniques, on creation and use of data package. | 3 |
| Have additional feedback models and ideas, give feedback strategies and rationales. | 2 |
| Provide better scheduling have more meetings with individual systems. | 2 |
| More structure; give better and more specific explanation on macro-training, more direction. | 1 |
| Have more teachers involved. | 1 |
| Provide training to train others. | 1 |
| No answer. | 1 |
| Q-6. If, indeed, macro-training does begin in the Fall, would you like to be a participant? | |
| Yes. | 15 |
| No-I am already on "micro" and "change-agent" teams. | 1 |
| Unable because of other commitments. | 2 |
| Depends on definition of "macro" trainer | 1 |
| Q-7. Would you like to continue working with the University of Michigan staff during the summer? | |
| Yes | 9 |
| No | 1 |
| Unable because of other commitments | 8 |
| Maybe | 1 |

# A SOCIAL PSYCHOLOGIST FOR SCHOOL SYSTEMS

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How shall psychology address itself to education? How shall scientist-practitioners from psychology address themselves to the ongoing life of schools? One way has already been worked out in the referral-diagnosis-referral cycle of the school psychologist;another in the scheduled interviews of the counselor. Each of these approaches, insofar as it relates the field of psychology to the educational enterprise at all, connects the psychological specialist to the individual child--it is the individual child who is referred for study or guidance, the individual child who is diagnosed, the individual child about whom recommendations are made, and the individual child who is referred again for treatment.

But psychology offers additional ways of unitizing psychological events besides locating them within the individual. Consider the relation between psychology and education that calls for the psychological scientist-practitioner to address himself to the social unit of the school building and for a definition of problem that locates the problem between people, between roles, between levels of power and knowledge, and between pockets of friendship, familiarity, and high-frequency communication. This relation between psychology and education requires assessment of social structure--of who is communicating to whom about what, with what frequency and intensity--and of the relations among groups. It calls for an analysis of what is now going on in the system, of its important purposes, both outward and hidden, of its recurrent conflicts, and the ways in which these conflicts are managed. But this relationship also implies scrutiny--and practically speaking, a continued, systematic scrutiny by groups whose explicit purpose is to do so--of how well present action in the social system is achieving its goals, and what alternative actions might be tried to achieve them better.

How can this very abstract thing called the social system of the school building be grasped tangibly? How can anything be done to help people improve educational life in a building without dealing with people simply as individuals?

Let us take a look at some of the components of the social system of a school building. We will not look at individuals but rather at roles, social structures, and the material "stuff" through which the system's purposes are most clearly expressed, the curriculum. They are listed in Table 1, ordered from the individual child in concentric circles of educational organization outward, with the curriculum listed last arbitrarily.

Insert Table 1 about here

[illegible]

We said that a social psychological approach to education called for a definition of problems between people and roles, so let's consider the relations among the 9 elements in the list. We can ask about the relation between individual children, for example: or between child and teacher or peer group and teacher, between teacher and parent, parent and building administrator, or teacher and curriculum.

These relations are identified in the matrix in Figure 1. As you can see, the simplest and most obvious identification of components in the social system of a school building generates forty-five separate inter-role or inter-element relations. They form six rather natural groupings. child-child relations, adult-child relations, adult-adult relations, child-curriculum relations, adult-curriculum relations, and relations among different curricula. Three subgroupings also seem natural: relations among people, relations between people and educational materials, and relations among educational materials. The term, "relation," denotes quite different things in each of the three sub-groupings; and the methods of assessing relations differ likewise.

Insert Figure 1 about here

Let us carry this rather too obvious analysis of the social system of a school building a bit further, still with an eye to the helping role that a social psychological practitioner might play in such a system. We note immediately that there are differential degrees of permanence in the system. These would vary from building to building somewhat. In some buildings the most permanent component is the kitchen and maintenance staff. But generally speaking, parts of the adult staff are the most permanent, followed by a segment of the child-parent population and the curriculum.

It is clear that if psychology is to help the system, and if pyschology's resources are limited, then primary effort must be devoted

2. What mutual problems are being produced by the people (or elements) in the relation?

3. What well-formulated, examined experience is being produced regarding each kind of relation in this system?

These are general, orienting questions. Helpful as they may be in keeping the practitioner keyed to the major and recurring events in the school, they do not suggest a specific mode of operation to be taken by the social psychological practitioner. Even more than being vague, they are misleading. They suggest that the practitioner himself sally forth and take action to answer the questions or to mitigate the ills they imply. Nothing could be more useless, from the social psychological point of view, although that approach is immediately suggested by the practice of psychodiagnosticians, who, after much study and gathering of information formulate the client's problems and make certain recommendations to his parents and teacher toward handling his problem.

The social psychological view of problems is that problems are problems by virtue of conflicts and discontinuities between people--unwillingness to acced to another's demands, envy of another's power, failure to comprehend another's expectations, sparse communication amidst a quick succession of events that leads to unilateral decisions, policies that do not take account of local conditions or capabilities, or unfamiliar terminology that makes it seem as though a basic conflict of values is present where no such conflict exists. In patient populations it is frequently useful to account for such conflicts as unrealistic distortions created by implacable libidinal demands. But in the population of a school building the conflicts are most frequently not distortions; the events to which they are a response exist and are remedied not through a therapist's understanding and reorganization of the psyche in a patient but through understanding and reorganization of social relations by people in those relations.

A social psychological perspective on problems implies not only that they exist between people but also that they can be solved only through transaction of the persons involved in the problems. Furthermore, the subject of that transaction must be the problem itself and not merely some job-related task, The implication of this perspective on problems is that the role of the psychological specialist is to help persons in the system interact[1] in such a way that problems that exist become manifestly apparent to them and directly confronted by them. It is not the specialist who must sense and formulate the problem or recommend solutions; it is the persons or groups who are, in their relation to each other, parties to the problem that must deal with their mutual problem and must devise and carry out solutions if any solution is to be found.

Let us note other perspectives that the social psychological practitioner brings to his practice before we get down to the questions he asks, the data he gathers, and the actions he takes. One fundamental assumption about a system that he shares with the psychoanalyst regarding his patient is that there must be energy for change and some legitimation for change, as well as objective need for it, if any help is to be provided. A school building cannot use a social psychologist, no matter how much in need of help it might be in managing real conflicts among those who people it, if all of its resources are completely bound up in sheer survival or maintenance. Thus the practitioner must select his system with an eye toward the probability of its being able to utilize his services. This principle of selection, too, has been given lip service but in reality ignored by school psychologists and other psychological specialists in schools who, in fact, have spent most of their time with the most severely debilitated children in the population and thus have dissipated their energies with precisely those persons whom they have been least likely to help.

A related perspective that the social psychological practitioner

A related perspective that the social psychological practitioner brings to the school system is that the energies that are available for change are limited and are subject to severe priorities. One of the great tragedies of school systems with potential for change is that they frequently fail to clarify their priorities and consequently dissipate their limited energy on programs that do not reinforce each other and frequently conflict. The identification of goals and setting of priorities is a difficult thing for a group to do: help in this regard is one of the prime functions that the social psychological practitioner can serve. But knowledge of the fact of limited energies and the need for priorities stands the practitioner in good stead in another regard: he knows he alone cannot expect movement in directions contrary to operating priorities. To conclude unilaterally that teachers want and must be given a voice in the selection and development of curriculum materials might well be a warranted conclusion, all things considered. But for the psychologist to begin confronting the staff with observations and evidence that would illuminate the problem and divert the staff's energies from improvement projects of higher priority would be both destructive and irresponsible.

Realizing that energy for self- improvement is always limited in an organization, the social psychologist works within ongoing priorities for change rather than unilaterally setting his own priorities for the system. This does not imply that he has no priorities of his own regarding how he will conduct his own activities. He will be effective in certain limited ways only by insisting on certain kinds of activities--the gathering of data on the social system, for example-- and refraining from others--giving substantive advice on curriculum, for example. What the social psychological perspective teaches about priorities is that the system sets priorities for the system. No individual can unilaterally accomplish this. An individual may act as if he can set priorities but he will only create social disorganization and discontinuities by actions reflecting that omnipotent attitude. Social psychological help, therefore, will be rendered only in two ways: (1) by facilitating the group process of setting and reviewing group priorities and (2) by assisting groups in achieving priorities they have set.

The operation of the social psychological practitioner in the schools can best be understood in terms of the cycle of activities he goes through. The question of how the psychologist enters the school system is separate from the cycle of activities in important respects and yet the kind of cycle of activities he can establish depends greatly on his entry. A few words about his entry and conditions of employment are therefore in order. The following comments are made from the point of view of our own training program at the University of Chicago.

First, because the role is new and makes special demands on the school system, and because the university that trains him has an interest in studying the development of the role, the university helps to negotiate the role and takes an active part in placement and in screening the systems for their potential in using this role. The screening operation has, in fact, been going on for a number of years, through the informal and formal contacts university professors have had with school systems. At the time of employment the specialist will have had sufficient experience with obtaining data through observation and interviews about change potential and resistance to be able to survey districts for appropriate employment.

The location of one or two suitable systems begins negotiation of a role that is simultaneously compatible with the specialist's training and the systems resources and outlook. The introduction of this new role operates under the same constraints as its day-to-day functioning: minimal receptivity and potential for use of the specialist's services must exist in the system from the start.

Negotiations would seek to develop support in the system for the following cycle of activities, diagramed in Figure 2. These activities are specified in greater detail than warranted because they will vary according to the school system. Something like this cycle of activities will emerge in each instance, however,

Affiliation of the specialist with a cross-role system advisory committee which has the support of and access to the superintendent is, I believe, the optimal base from which to plan and conduct work. By a "cross-role" committee is meant membership from several levels and roles in the system. A suitable cross-role system advisory committee would be an associate superintendent, two principals, three teachers, and the director of pupil personnel services. The function of this committee is to discover or set the priorities for planned change in the system, with regard for which building or buildings the specialist would be assigned to first. The specialist's first task in the system is to help this committee work. He asks for clarification and elaboration of goals and alternative means. He asks the group to make judgments about the system's potential for change and its resistance to change. He tests apparent consensual agreements in the group for clarity as to what exactly is being agreed upon. In short, he facilitates the process of the advisory group whose task is to advise the superintendent regarding the basic theme or problem that the social psychological practitioner will help them work on, and to identify for him the school buildings where work will start.

---

Insert Figure 2 about here

---

Then a second level of negotiation begins--at the building level. A building advisory committee is formed with one or two persons from the system advisory committee in addition to the principals and two interested teachers from each building and one or two specialists (e.g., nurse, psychometrist, social worker, or home tutor) serving one or more of the buildings.

The purpose of this committee is precisely the same as the initial system advisory committee and its work is an extension of that system advisory committee which, by the way, continues to meet jointly with the building advisory committee monthly.

During the deliberations of the building advisory committee the psychological specialist orients himself to the buildings selected for work. He orients himself through interviews, by sitting in on meetings of ongoing and ad hoc committees, and by other kinds of observation. During this period of orientation he asks staff members from a variety of roles and levels in the buildings three questions: (1) What would you like to do that you now cannot do? (2) What prevents your doing your best? and (3) What new skills would you like to learn?

These three questions may or may not be asked of anyone directly, but they are questions that guide the social psychological specialist's orientation to individual concerns in his assigned field of operations. But questions such as these are not nearly sufficient: additional questions that are concerned with commonalities and conflicts of purpose, with social structures, and with patterns of communication that show closeness or isolation of groups are also an important part of the specialist's orientation. I have identified nine questions which give an adequate picture of the inquiry that the social psychological specialist carries out in each building selected by the system advisory committee:

1. What are the major ongoing groups or committees in these buildings?

2. What are the recurrent abrasions and dissatisfactions between roles in these buildings?

3. What interdependent parts of each of these building units are isolated from each other, i.e., don't talk to each other?

4. In what ways do people commit the energies and time of others arbitrarily, without planning with the others?

5. At what points are actions repeatedly taken or decisions repeatedly made without group decision and planning?

6. What kinds of evaluations of performance are recurrently made, and what happens to the results? How effective is the feedback system?

7. What is the major thrust for improvement in each unit?

8. How is leadership potential distributed?

9. How is power distributed?

Answers to these questions come not in the form of conclusions and recommendations; rather , they come in the form of hypotheses. These hypotheses are checked openly against the conceptions of the system and building advisory committee members, who are much more informed and experienced in the system than the social psychological specialist. The specialist poses these questions not for the purpose of uncovering for himself new knowledge about the system, but for the purpose of getting the knowledge, that does exist in its members, examined. Examined knowledge, in this context, means the knowledge gained by open comparison of perceptions and expectations among persons in the system with different roles and perspectives. Examined knowledge of social systems of a practical kind, the kind that will facilitate planned change, does not come from reading about social systems in general or from examining one's own experience individually. It comes from people, whose perceptions and experience vary widely, talking to each other in an atmosphere safe from power and mistrust, and away from the pressure of decisions and emergencies.

Hypotheses generated from the social psychological specialist's orientation become part of the building advisory committee's process of reviewing their problems and goals. The observations and interviews made by the specialist become converted into what Herbert Thelen(1963) calls "confrontations" -- activities that provide reflections of one's behavior in the system that are so intuitively valid that they generate a strong tendency to seek additional information about the behavior in a variety of ways, usually including talk with others similarly confronted.

The confrontations of interest to the social psychological specialist are quite different from those a clinical psychologist might wish to develop with a patient. The behavior in question is not idiosyncratic behavior of individuals and does not reveal the nature of a particular psychological system; rather it is recurrent behavior of individuals as members of a group or as occupants of a role and it reveals the nature of a particular social system--expectations people in certain roles have of people in other roles, differences and commonalities in conceptions of standards of excellence and norms of appropriateness, differences in perceptions of what in fact takes place in the system, differences in construing the intentions behind given actions, decisions,or policies, and so on. A complete description of this kind of social confrontation would take us too far afield from our purpose here; it is perhaps sufficient to say that when people of diverse roles and points of view about what is most important in their school come together to select the top priority problem for work, they are about to be confronted with a reality of the social system of the kind I am referring to

To continue describing the cycle of activities diagrammed in Figure 2, the building advisory committee plans with the practitioner a set of activities that will help people in a given building or role come to an awareness of a problem that the advisory committee believes to exist. Planning here will oscillate between the identification of a problem in the buildings and identification of a population whose work might solve the problem. The advisory committee plans activities for themselves and the work population that will generate energy to explore solutions, to select one most promising for implementation, and to evaluate the attempted solution. The planning includes a division of labor such that some of the advisory committee members may take leadership roles in the confronting activities but that, in any case, it involves the participation of all the advisory committee in the confronting activities.

Once the work population and the advisory committee have been confronted by data or activities that generate a sense of problem, the stage is set for an extended set of work sessions with all or some members of the work population to come to a specific formulation of the problem, to explore alternative solutions, to settle on one solution to try out, to organize a work flow to implement the solution, and to evaluate the attempt.

During this phase the psychological specialist helps the work committee that has developed from the confrontation. He helps committee members develop skills in setting an agenda, keeping a useful record of what has been decided, who is to do what, and so on; he helps the group find and protect time for work; he assists the discussion process by testing for meaning and concensus, by asking for summaries of what has been said so far, by probing implications, by asking who else is implicated in the planning, by testing for relevance, and the like; finally, he helps the committee plan for a review of its solution at a specific future time and occasion through specific methods of gathering useful evidence.

When the work committee decides that these steps are completed, a review of priorities is in order, both at the building level and at the system level, so thatthe psychological specialist continues to be guided by current and examined priorities that have relevance for the whole system and the part of the system in which he works.

Let us summarize. We began by contrasting two ways of unitizing psychological events in the school. Psychological events can be seen as residing in and stemming from individual psychodynamics or, on the other hand, they can be seen as being located between and arising out of the interaction of individuals. We noted some implications of the latter, social psychological, viewpoint and analyzed the kinds of recurrent person-person and person-task relations that can be found in the social system of any school. Some practical implications of this analysis were drawn regarding permanence in the system, the primary source of problem formulations and solutions, and limitations of energy in the system for change. We then considered some aspects of the entry problem facing a social psychological practitioner seeking to develop a helping role in a school system. Finally, we considered a first approximation to the recurrent cycle of activities that might characterize a social psychological practitioner in schools and we set forth a dozen questions that could guide the continuing inquiry of such a practitioner.

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Social Psychologist --9

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## Table 1

### Some Key Elements in the Social System of a School Building

1. Individual student
2. Informal student group
3. Classroom group
4. Teacher
5. Administrator
6. Curriculum specialist
7. Personal and mental health specialist
8. Parent
9. Curriculum materials

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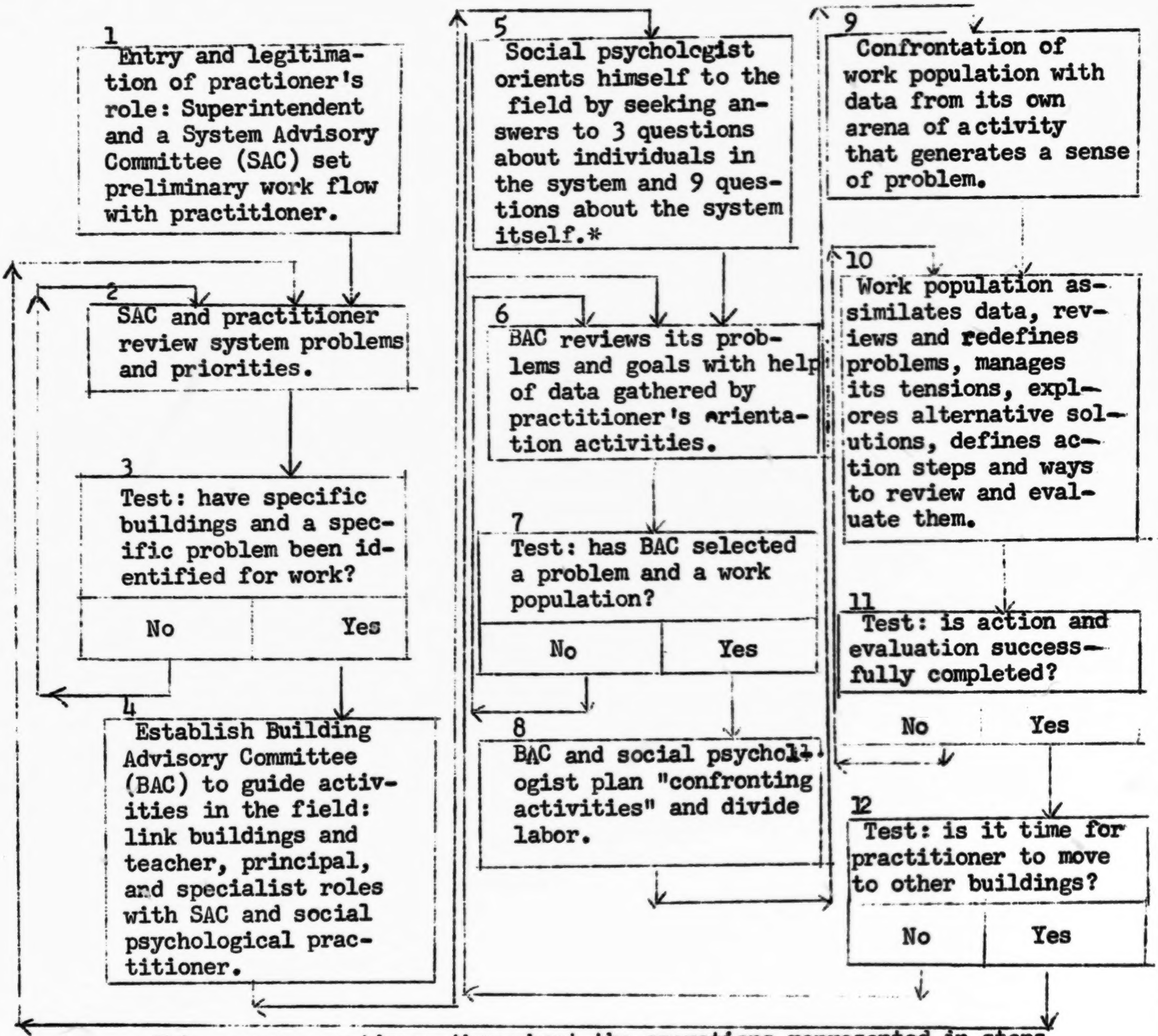

1 Entry and legitimation of practioner's role: Superintendent and a System Advisory Committee (SAC) set preliminary work flow with practitioner.

2 SAC and practitioner review system problems and priorities.

3 Test: have specific buildings and a specific problem been identified for work?

4 Establish Building Advisory Committee (BAC) to guide activities in the field: link buildings and teacher, principal, and specialist roles with SAC and social psychological practitioner.

5 Social psychologist orients himself to the field by seeking answers to 3 questions about individuals in the system and 9 questions about the system itself.*

6 BAC reviews its problems and goals with help of data gathered by practitioner's orientation activities.

7 Test: has BAC selected a problem and a work population?

8 BAC and social psychologist plan "confronting activities" and divide labor.

9 Confrontation of work population with data from its own arena of activity that generates a sense of problem.

10 Work population assimilates data, reviews and redefines problems, manages its tensions, explores alternative solutions, defines action steps and ways to review and evaluate them.

11 Test: is action and evaluation successfully completed?

12 Test: is it time for practitioner to move to other buildings?

* This process continues throughout the operations represented in steps 6-12

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1. Individual Student
2. Informal student group
3. Classroom group
4. Teacher
5. Building Administrator
6. Curriculum specialist
7. Health specialist
8. Parent
9. Curriculum materials

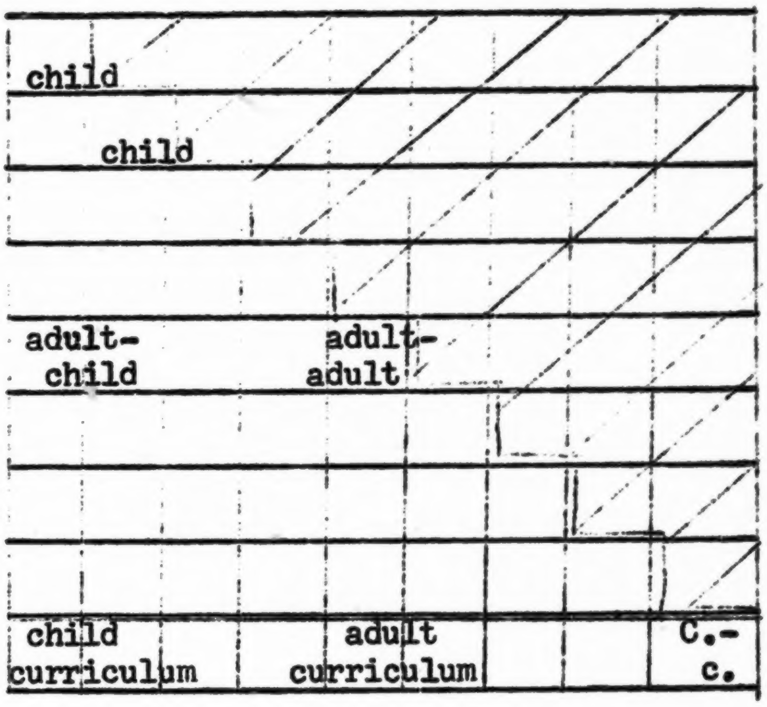
child
child
adult-child
adult-adult
child curriculum
adult curriculum
C.-c.

Fig. 1. Matrix of recurring relations among elements of the social system of a school building.

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## RESUME OF PRODUCTS

The major products of the project -- in addition to the benefits derived by the participating school systems -- are the following:

1. Formulation and explication of some issues involved in planned change in schools and of two strategies by which behavioral scientists can help school systems plan for and effect change. These are included in the two books published by COPED (Watson, 1967a, 1967b).

2. Identification of a set of variables which are hypothesized to measure changes in school system functioning. These are presented in Chapter III of the report.

3. Development and/or selection of one or more instruments for measuring each of the system variables referred to above. These instruments were administered twice to the same respondents, and while much work remains to be done (through item analyses, factor analyses, etc.) to refine them, this constitutes an important step in the provision of technology required for rigorous studies of planned change. Copies of these instruments, and detailed information regarding their administration and interpretation, are provided in the Appendix.

4. A "biography of a consortium". Considerable time and ingenuity went into the documentation of the formation of COPED and the inter-university structure which was devised for carrying out the project. In view of the importance of collaborative effort in undertaking a project of the magnitude required in effecting change in public education, this is, in itself, an important contribution. This "biography" constitutes Chapter II of this report.

5. Case studies of planned change. While the investigators did not succeed in their intention to test hypothesis of the form "Strategy A is more effective than strategy B in facilitating changes in variables x, y,... n when applied in school system of type C", they did produce case studies of varying degrees of completeness and rigor which help to clarify problems of collaboration between behavioral scientists and school personnel, sources of resistance to change, the importance of training system personnel as a prelude and as a part of planned change, difficulties of conducting field research, and problems of collaboration among change agents. These are included in Chapter IV.

6. Preliminary work in developing a concept of "self-renewal" in schools. While difficulties were encountered in formulating this concept -- and while it may be of more interest to this set of investigators than to others -- this effort has contributed insights and understandings regarding organizational theory. Some papers on the subject are included in Chapter III and in the Appendix.

7. Some preliminary work regarding classification of school systems. This is an issue of considerable importance in research designs which provide a basis for generalizing the findings from a given study. While the present study is not complete, Chapter III, and a paper in the Appendix, represent an encouraging beginning.

8. Designs of training activities. Several such designs are included in the Appendix. One of these, which may be worth special mention, is a plan for presenting behavioral science concepts to key school system personnel. See the "Arden House Meeting" report.

9. The compilation of questionnaire responses which, with a relatively small amount of further work, can be included in a "data bank". This consists of the responses of around 5,000 adults in school systems and 6,000 5th and 11th graders from 24 school systems to two administrations of about 500 questionnaire items. These data are about ready to be put on tapes for further analysis.

10. A five-week training program for school system "change agents" -- people selected by the school system and who function as "internal change agents" --was developed and applied twice. This program has become a regular part of NTL's offerings for school personnel. Furthermore, approximately 35 people completed this training program under the auspices of COPED.

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# APPENDIX I.

## Mrs. Jones' Problem

A fifth grade teacher asked for your help. She said, --

"My classroom group this year just can't seem to get going. The children aren't low in intelligence. They just don't seem to want to learn. I've never had a group of children drag their heels this way. They should be more active learners. I'd like to do something about it, but I don't know where to begin. Can you help me?"

According to this statement, the teacher has the problem. She is the one who is "feeling the pain" so to speak. It's caused by her classroom group not seeming to want to learn. The way she states it, it sounds like "the type of problem" might be disagreement about goals. The teacher wants higher goals than the children. The teacher's improvement goal is that the children "should be more active learners".

All of this is quite vague so you started by getting this teacher to work out a force field. Here's how it looked.

Improvement Goal: Having the children in my classroom become more active learners.

| Forces for | Forces against |
|---|---|
| I want them to be more active → | ← They don't seem to care about learning |
| I will help any way I can → | ← Some of the children seem to lead the group astray |
| They are an intelligent group → | ← I don't know what's causing this situation |
| Some of the children are quite active → | ← They had a very strict teacher last year |
| I think they would really like to do better → | ← Some seem to fight me every inch of the way |
| I have good rapport with some → | |

You talked with the teacher about what she meant by each of these forces and together picked out six tools from "Diagnosing Classroom Learning Environments" which she administered to her classroom group. Which six did you pick out?

## Five Resources in Planning and Taking Action

1. The Force Field Diagnosis--Look at your force field diagram. There are four ways that you can cause the situation to change from what it is now. You can add a force. You can eliminate a force. You can strengthen a force. You can weaken a force. Usually we try to bring about change by adding forces that push toward our goals. Sometimes this causes a reaction of increasing the forces against such movement. The result is that we don't get closer to the goal, but only wind up with greater forces on both sides and more tension in the situation. It is often helpful to take an approach of seeking to reduce some of the restraining forces, the forces pushing against movement toward the goal. Sometimes it even helps to start by reducing a force pushing toward the goal in order to reduce tension in the situation. The force field diagram can help you select the forces that might best be worked on to bring about a constructive change.

2. Some Questions to Think About in Carrying Out an Improvement Effort--It will probably be very important to work through the following questions carefully as you carry out your action plan. It is not intended that these questions imply a general right or wrong way of doing things. Every situation is unique. It is suggested that, in any given situation, the way you work out the answers to these questions will strongly influence how your action effort turns out---and the kinds of side effects it may have! The overall question that applies to each of the following questions is--What is the most constructive way to do it this time?

   a. Is there an awareness among those who will be affected by the proposed change of a need for the change?
   b. What are your own motives -- why do you desire to see this change come about?
   c. What are the motives, present or potential, among those who will be affected for desiring to see this change come about?
   d. What is the nature of your relationship with those who will be affected by this change? (e.g., Are you the "helper" and they the "helpees"? Is it the other way around? Are you seen as an authority figure and/or an expert? Did you mutually establish the relationship or is it simply one set up by your roles--e.g., teacher-pupil, etc.?)
   e. Are those who will be affected by the change working with you on clarifying what the nature of the situation is?
   f. Are those who will be affected by the change involved in considering alternative ways for bringing it about?

Five Resources in Planning--2

g. If you and others have arrived at a point of having some clear intentions for change, -- what has to happen in order to move from the stage of having good intentions to the stage of making actual change efforts?

h. Are those who will be affected by the change the ones who are carrying out the plan to bring about the change?

i. How will you know if the change has really happened, and if so, why it happened -- or why it didn't happen?

j. If the change has happened, what support will be necessary in order for it to continue in the new way?

k. Are those who were involved in this effort now more able to carry out other change efforts in the future?

3. Helping Relationships--Research indicates that most of us benefit from having support from others when we try to do something new or different. In fact, many action efforts never really get started because of lack of active support. In undertaking an improvement effort, whom can you turn to for encouragement, for fresh ideas and ways of looking at the situation, to argue with you so as to help bring out the things you haven't thought of, etc. Who can you seek out to build these kinds of helping relationships for yourself.

4. Scientific Knowledge--Implications for action can be derived from research findings. First one must retrieve research that fits a particular action question. Research is available not only on classroom conditions which influence children, but also on organizational and community conditions which affect the learning experience of children by influencing the teacher and the way things happen in a school system.

5. Your Own Initiative--Your most important resource may well be your own willingness to take initiative. The whole process of problem solving--action taking involves many steps. There are many points along the way where you might get bogged down. It can often be helpful to ask yourself, "Where am I along the steps of the process right now and what are the next steps I need to take?" Sometimes it is hard to stir up your initiative to really take a next step. When you get bogged down this way, it can help to take a few minutes to work out a force field on yourself. What are the forces for and against your getting active in moving on to the next step. Once you've spotted these forces, you can work out a plan to support your own initiative.

## Gathering Data

There are many ways of gathering data. In one sense, we are gathering data all the time by being aware of what is happening around us. Most of the things we are aware of are not really news to us. They are things that we fully expected. The force field diagnostic technique can help us pick out things that we want to check on more carefully. Supposing we really want to know how the children feel about a particular activity or about being helpers to each other in the classroom. There are a variety of ways to gather such data. Some of these ways will be suggested below. Before you select one of these for any particular occasion, there are a few important questions to consider. What will be the respondents reaction to being asked this question in this way? How will I know if this question has the same meaning to the respondents that it has to me? Will the respondents feel free to give their own reactions, or will they be more apt to give answers that they think somebody wants to hear? Is this question clear enough so that a respondent will answer it the same way each time it is asked, barring some major change in the situation? These are the kinds of questions that social scientists are concerned about when they gather data. You will be increasing your own data gathering skills each time you work through these questions as part of a data gathering effort. Here are some ways to gather data.

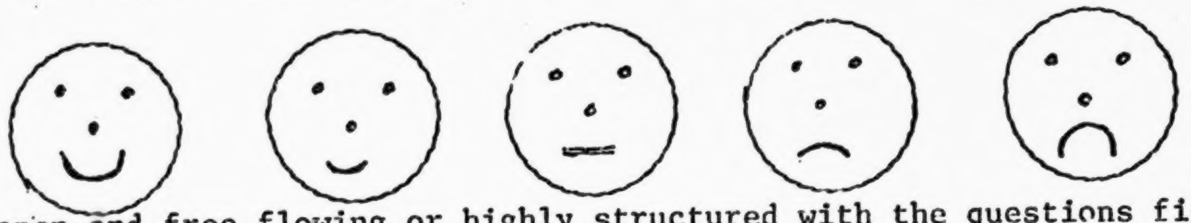
## Written Questionnaire

--open ended answers: anything from finishing a sentence to writing an essay;

--multiple choice: forced choice where you must pick only one or free choice to select as many as are correct for you;

--preferred choice: a form of forced choice where you select the things you like best or least as compared with other things (e.g., Would you rather be a helper in reading or arithmetic?)

--scaled response: (e.g., On a five point scale where 1 is "not at all" and 5 is "very much", check how you liked the way we worked on social studies today. Or, for younger children, -- Check the face that shows how you feel about our new workbooks.



**Interview:** may be open and free flowing or highly structured with the questions figured out in advance and closely adhered to;

--total group discussion where you raise the questions and see how they are responded to in the total group;

Gathering Data--2

--small group, where you bring together the certain combination of people who are relevant;

--key informant, where you gather data from one or more individuals who you have reason to believe can give accurate views as to what others would say;

--all the individuals, where you find out how each individual answers the questions by himself;

Observation: again, the approach may be open ended where you keep your eyes and ears open for anything that might be important, or, highly structured such as where you count the number of questions asked by each child during a 20 minute science period.

--you do the observing: as you are involved with the pupils--as you watch the pupils during times when you are not involved--by tape recording a period of activity and later collecting the data as you listen to the tape;

--you get someone else to do the observing: it may be another teacher, or the principal, who has agreed to help in this way--it may be a parent whom you have enlisted as a helper--it may be some pupils whom you have trained as observers.

Now--look again at Mrs. Jones'force field and select an area that you believe would be helpful to collect some data about. Decide who you would get the data from and make up two specific questions you would ask and the kind of answers to be used (i.e., open ended, multiple choice, scale).

example: Question How do you like arithmetic?

type of answer:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| very much | OK | so-so | not much | not at all |

Question 1

type of answer:

Question 2

type of answer:

# Summary of Results

## TOOL 1

## CLASSROOM LIFE

(How the Pupils Feel About Their Class)

1. Life in this class with your regular teacher has
0 a. all good things
5 b. mostly good things
10 c. more good things than bad
8 d. about as many good things as bad
6 e. more bad things than good
1 f. mostly bad things

2. How hard are you working these days on learning what is being taught at school?
4 a. Very hard.
6 b. Quite hard.
13 c. Not very hard.
7 d. Not hard at all.

3. When I'm in this class, I
6 a. usually feel wide awake and very interested
11 b. am pretty interested, kind of bored part of the time
10 c. am not very interested, bored quite a lot of the time
3 d. don't like it, feel bored and not with it

4. How hard are you working on schoolwork compared with the others in the class?
7 a. Harder than most.
9 b. A little harder than most.
8 c. About the same as most.
5 d. A little less than most.
1 e. Quite a bit less than most.

5. How many of the pupils in this class do what the teacher suggests?
3 a. Most of them do.
12 b. More than half do.
11 c. Less than half do.
4 d. Hardly anybody does.

## Summary of Results

### TOOL 2

### MY TEACHER

(How the Pupils Would Like Their Teacher to Act)

| | Much more than he does now | A little more than he does now | The same as he does now | A little less than he does now | Much than he does now |
|---|---|---|---|---|---|
| 1. Help with work | 2 | 7 | 18 | 3 | 0 |
| 2. Yell at us | 0 | 8 | 21 | 1 | 0 |
| 3. Make sure work is done | 6 | 16 | 5 | 3 | 0 |
| 4. Ask us to decide about how we will work | 3 | 2 | 13 | 10 | 2 |
| 5. Smile and laugh | 5 | 8 | 17 | 0 | 0 |
| 6. Make us behave | 4 | 14 | 8 | 3 | 1 |
| 7. Trust us on our own | 2 | 4 | 12 | 9 | 3 |
| 8. Make us work hard | 4 | 13 | 9 | 2 | 2 |
| 9. Show that he understands how we feel | 3 | 11 | 14 | 2 | 0 |

Summary of Results

## TOOL 6

## THE PEOPLE IN MY CLASS

| Pupils # | 1.inf. gen. | 2.inf. girls | 3.inf. boys | 4.most coop. | 5.most against | 6.could improve | 7.best learn. | 8.like to be |
|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 |
| 2 | 2 | 0 | 5 | 0 | 7 | 2 | 0 | 2 |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 8 | 4 | 13 | 2 | 12 | 4 | 5 | 11 |
| 5 | 1 | 0 | 3 | 8 | 0 | 7 | 0 | 4 |
| 6 | 9 | 6 | 12 | 0 | 4 | 6 | 1 | 2 |
| b 7 | 11 | 6 | 14 | 0 | 6 | 2 | 6 | 14 |
| o 8 | 3 | 1 | 8 | 7 | 2 | 0 | 16 | 6 |
| y 9 | 2 | 0 | 4 | 8 | 2 | 4 | 2 | 0 |
| s 10 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 0 |
| 11 | 19 | 18 | 14 | 0 | 16 | 4 | 8 | 16 |
| 12 | 1 | 1 | 3 | 2 | 4 | 2 | 0 | 0 |
| 13 | 0 | 0 | 0 | 3 | 3 | 1 | 0 | 0 |
| 14 | 0 | 0 | 0 | 2 | 2 | 1 | 0 | 0 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 1 | 3 | 0 | 11 | 0 | 2 | 3 | 0 |
| 17 | 2 | 7 | 0 | 8 | 2 | 4 | 9 | 0 |
| 18 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 |
| g 19 | 7 | 10 | 4 | 7 | 3 | 1 | 0 | 6 |
| i 20 | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 0 |
| r 21 | 1 | 1 | 0 | 1 | 7 | 8 | 4 | 0 |
| l 22 | 0 | 3 | 0 | 14 | 0 | 0 | 19 | 3 |
| s 23 | 12 | 16 | 7 | 6 | 4 | 3 | 1 | 16 |
| 24 | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 |
| 25 | 11 | 12 | 2 | 0 | 9 | 8 | 2 | 9 |
| 26 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 0 |
| 27 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 28 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| 29 | 0 | 1 | 0 | 9 | 0 | 0 | 12 | 1 |
| 30 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |

## Summary of Results

TOOLS 7, 8 & 9

-HOW THIS CLASS FEELS

-HOW DO YOU FEEL ABOUT THESE THINGS

-HOW DO YOU THINK YOUR TEACHER FEELS

Summary of Individual Pupils' Standards--

| | agree almost always | agree more than disagree | agree as often as disagree | disagree more than agree | disagr almost always |
|---|---|---|---|---|---|
| 1. It is good to take part as much as possible in classroom work. | 13 | 9 | 6 | 2 | 0 |
| 2. Asking the teacher for help is a good thing to do. | 11 | 7 | 7 | 2 | 3 |
| 3. It is good to help other pupils with their schoolwork except during tests. | 2 | 3 | 8 | 8 | 9 |
| 4. Schoolwork is more often fun than it is not fun. | 1 | 6 | 13 | 8 | 2 |
| 5. The teacher really understands how pupils feel. | 4 | 7 | 11 | 3 | 5 |

## Summary of What Individual Pupils Believed Their Classmates Felt

| | agree almost always | agree more than disagree | agree as often as disagree | disagree more than agree | disagree almost always |
|---|---|---|---|---|---|
| 1. It is good to take part as much as possible in classroom work. | 0 | 5 | 12 | 9 | 4 |
| 2. Asking the teacher for help is a good thing to do. | 8 | 8 | 9 | 2 | 3 |
| 3. It is good to help other pupils with their schoolwork except during tests. | 2 | 2 | 9 | 11 | 6 |
| 4. Schoolwork is more often fun than it is not fun. | 2 | 7 | 10 | 8 | 3 |
| 5. The teacher really understands how pupils feel. | 2 | 8 | 10 | 5 | 5 |

Summary of What Individual Pupils Believed Their Teacher Felt--

| | agree almost always | agree more than disagree | agree as often as disagree | disagree more than agree | disagree almost always |
|---|---|---|---|---|---|
| 1. It is good to take part as much as possible in classroom work. | 14 | 12 | 3 | 1 | 0 |
| 2. Asking the teacher for help is a good thing to do. | 16 | 9 | 5 | 0 | 0 |
| 3. It is good to help other pupils with their schoolwork except during tests. | 0 | 0 | 4 | 12 | 14 |
| 4. Schoolwork is more often fun than it is not fun. | 3 | 7 | 14 | 5 | 1 |
| 5. The teacher really understands how pupils feel. | 8 | 11 | 9 | 2 | 0 |

## Major Results of Mrs. Jones' Data

The following are the major results that you and Mrs. Jones picked out of the summaries of data she collected in her classroom.

1. Most of the children did not see themselves working as hard as possible at learning.
2. Many of the children did not see the other children working as hard as themselves at learning.
3. Many of the children did not see some of the other children doing what the teacher suggests.
4. Few children saw pupils helping each other with schoolwork.
5. Most children thought the teacher should decide how they should work, make sure that work was done, and make them work hard.
6. Of the seven children (four boys and three girls) seen as best able to get others to do things, none were among those seen as most cooperative with the teacher.
7. Three of these seven (two boys and one girl) were among those seen as most often against the teacher.
8. Almost everymember of the class was seen by someone in the group as able to improve their schoolwork if they wanted to.
9. Most pupils, themselves felt it would be good to take part in classroom work, but believed that most of the others did not feel this way.
10. Most pupils did not feel it good to help others, believed others felt this way, and believed the teacher agreed. (In fact, the teacher did not agree!)

You and the teacher derived several implications from these results. What were they?

(Remember, implications derived from results are not how to do it plans. They are merely new, more specific goals based on two things -- one, the data -- two, the general goal you started out with.)

## The Joe-Harry Window and the Concept of Feedback

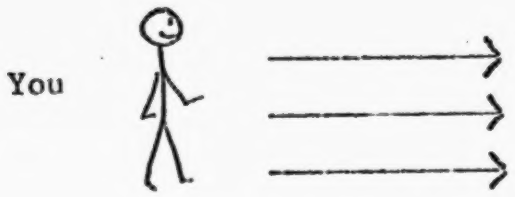
There are some things we know about ourselves and some that we don't know. There are some things that others know about us and some that they don't know. For you and any particular other person this can be represented by the following diagram known as the Joe-Harry Window. (Joe and Harry are the names of the two guys who thought up this diagram.)

Things about Myself That I---

| | | do know | don't know |
|---|---|---|---|
| Things about myself that the other-- | does know | common knowledge | my blind spots such as bad breath, that my best friends haven't yet told me about |
| | does not know | my secrets and things I haven't yet had a chance to tell | my hidden potential of things that I never dreamed I could do or be |

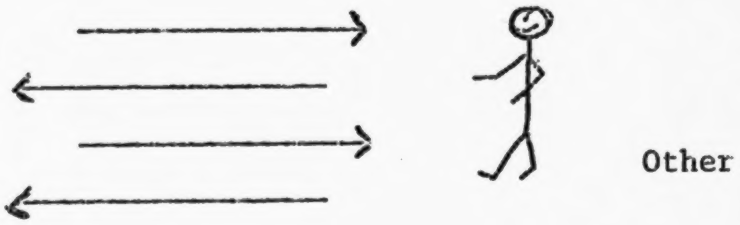
As you develop a helping relationship with another person--a relationship where each of you help the other to grow--the "blind spot" and "secret" areas become smaller as more information about each other becomes common knowledge. It is not meant to be implied here that a person should be completely or indiscriminantly open. There are things about each of us that aren't relevant to the helping relationships we have with others. As those things that are relevant are shared, and as they are found to be helpful, a trust develops that allows us to explore and discover new abilities in our area of hidden potential. One of the most important ways that this happens is through the giving and receiving of feedback.

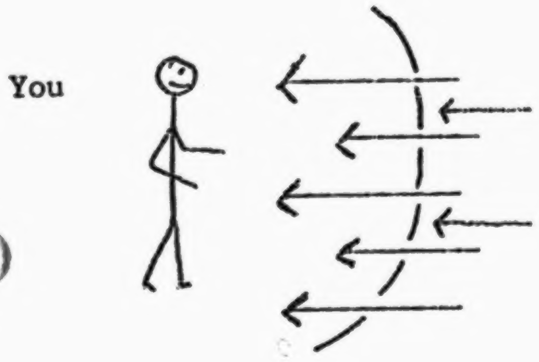
## The Joe-Harry Window-2



Our behavior constantly sends messages to others.

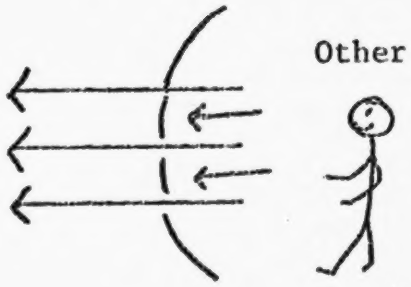
When the other shares his reaction to our behavior, this is called feedback.

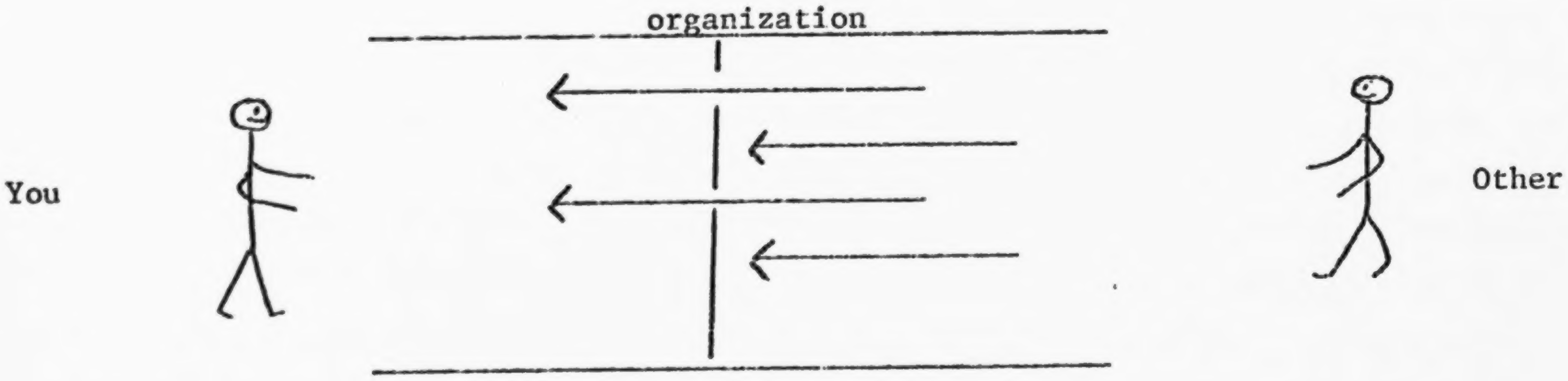




There are barriers in each of us which allow us to receive some of this feedback, but which screen some of it out.

There are barriers in the other which allow him to share some of his reactions, but cause him to hold back on others.





There may be barriers in the way our organizations operate that make it hard for some kinds of feedback to take place.

There are also things in us, in the other, and in the way our organizations operate that facilitate constructive exchanges of feedback.

## Deriving Action Implications and Alternatives from a Research Finding

Research findings seldom have direct application to action. Two steps are generally needed in order to develop action guidelines from a research finding. First, one must decide what he believes to be the implications of that finding for their particular action situation. These implications have a "what" quality. They are "what ought to be done", or "what the objectives should be" given what has been learned from the research. Several different kinds of implications can usually be derived from any one research finding. The appropriateness of each implication is usually determined in relation to other facts about the situation and the kinds of attitudes, values, and ideologies which you hold.

The second step toward coming up with action guidelines is to consider action alternatives for achieving the objectives you select from among your possible implications. This consideration of action alternatives has a "how" quality. Given a clear objective, how can it be achieved? Again, there are usually several different ways that an objective might be achieved. In this second step, one tries to think up as many different "How we might achieve it" ideas as possible before selecting those that seem best for an action tryout.

The following is an illustration of a generalized finding from research. It is followed by two possible implications derived from this finding. Each is followed by three possible action alternatives.

### Finding

Delinquent teen-age boys tend to choose young adults who are negatively oriented as role models as compared to matched nondelinquent teen-age boys who choose their fathers or persons such as teachers or coaches.

### Possible Implication #1

Delinquent teenage boys should be kept away from negatively oriented young adults so that they won't be adversely influenced by them.

### Action Alternatives for Implication #1

1. Set up a series of lectures for teenage delinquent boys about the pitfalls of evil companions.
2. Pass a law against teenagers with delinquent records associating with

### Possible Implication #2

Negatively oriented young adults should be involved as helpers to delinquent teenage boys in thinking through the implications of their behavior, goals and means to their goals.

### Action Alternatives for Implication #2

1. Start a training program for young adults who wish to be helpers to delinquent teenage boys and enlist a 50-50 ratio of negatively and positively oriented young adults.

young adults with delinquent records.

3. Conduct a campaign of excluding negatively oriented adults from all organized teenage functions.

2. Start a program of training older professional youth workers to work as part of a team with young adults in operating programs which seek to include delinquent teenage boys.
3. Start a program of training delinquent teenage boys to be helpers in operating activities' clubs for younger boys.

## Implications Derived from Mrs. Jones' Data Results

The implications that you and the teacher derived were as follows:

1. The children needed to find their own motivations for learning and setting learning goals instead of relying so heavily on the teacher to do this for them.
2. The children needed to discover that almost all of them wanted to be more active in class, rather than continuing to assume the opposite to be true.
3. The children needed to know that the teacher wanted them to help each other. They needed to have positive helping experiences with each other. For this to happen, they would probably need some help in learning to give and receive help in constructive ways.
4. The children needed opportunities to explore openly what they wanted their learning goals to be -- without being influenced by their assumptions about what others thought.
5. The high influence children who were seen as among those "most often against the teacher" needed to be involved with the class in re-examining the role of teacher and the norms that the class really wanted to have.
6. The teacher needed to stop and find ways to think about the things she was doing that might be supporting these results!

You and the teacher used these implications as guidelines in thinking up a variety of possible action steps the teacher might try out with her classroom group. How many action alternatives can you think up right now?

## The Alternatives in Mrs. Jones' Action Plan

On the basis of the diagnostic data and her own feelings of comfort related to each of the action possibilities, the teacher selected a few of them to try out. Her action plan included:

1. A classroom student council was started. It had six members with two dropping off and being replaced by newly elected members every two weeks. The function of the council was to involve the class in problem identification diagnosis, action-taking and evaluation as a continuous procedure. The purpose was to make actual and desired norms open and involve all in decisions about how the class should operate. The teacher took the role of helping the pupils to learn skills of data gathering and feedback and considering the adequacy and acceptability of procedures as they were tried out.

2. The teacher was especially careful to support the pupils in including data gathering about how her role and behaviors were seen so that feedback and influence upon here became legitimate.

3. At the same time the council was started, a helper program within the classroom was also begun. Sociometric questionnaires were used to identify who was seen as potential helper to whom in which areas. The teacher took the role of trainer in conducting skill exercises for the pupils on how to be a helper and a helpee. This program eventually became part of the student council's review responsibility.

4. The most negative high influence children were grouped with some who were not so negative and given the opportunity of working as helpers to an after school activites club of younger children. The teacher again took the role of trainer in the skills of being a helper including especially those of getting and using feedback from helpees.

What combination of ways did this teacher use to evaluate this action plan as it progressed?

## Five Dimensions of Group Growth

There are five dimensions along which groups typically develop and grow. They have to do with clarity about membership, influence, feelings, individual differences, and productivity. People in new groups tend to concern themselves with these dimensions in the order just given.

1. Membership--When you become part of a new group, the first thing you're apt to care about is what it will mean to be a member. How will others expect you to act? When should you speak and how do you go about it? If you say something as a joke, will others laugh or will they think you were being serious? Is it all right to come late, to leave early, to smoke, to dress informally? Will membership in this group facilitate or conflict with other roles you have in life? Will others in the group hold the same values and attitudes as you? Will membership in this group be stimulating, boring, exciting, threatening, rewarding, inconsequential?

2. Influence--As the meaning of membership begins to get clear, attention generally turns to questions of influence. Who is the leader of this group? Is there a chairman? Will the "real leader" please stand up? How do decisions get made? In what ways do people try to influence each other? Are individuals open to letting others influence them? What opportunities are there for you to influence or carry leadership functions? Are there individuals in the group who care more about the power of being leaders than they do about the goals and issues of the group?

3. Feelings--As norms of membership and influence become clear, the expression of feelings becomes increasingly important. When others like an idea or action do they say so? When there is boredom, frustration or anger is this shared openly so that it can be worked out constructively? Can you express your feelings freely as they occur so that you don't have to bottle them and let them build up to a point where they burst through inappropriately? Do people wait until they "get out the door" to tell one or two colleagues how they "really felt about the meeting"? Is the expression of negative feelings seen as honest feedback that can help, rather than a destructive attack? Is expression of positive feelings seen, again, as honest feedback, rather than simply trying to influence or "gilding the lily".

4. Individual Differences--Each member of a group represents certain unique experiences, knowledge and skills. Few groups seem to reach a point where they take maximum advantage of these individual differences. It's rather common for members of a group to reach a level of sharing feelings where each sees the others as likeable because they are

pretty much the same as himself. This is sometimes referred to as the "honeymoon stage". If enough trust develops, the members may begin to be able to both recognize and value the individual differences that each possesses. A new set of questions takes on meaning. Do the members take time and effort to learn about the experiences, attitudes, knowledge, values, skills, and ideologies of each other? Does each work at sharing his own ideas in order to get others' reactions and different ways of looking at issues? Do they let each other know that they appreciate these differences even when they don't necessarily agree with them?

5. Productivity--Most groups exist for a purpose that involves some kind of product. It might simply be to have fun together. It might be to build better mouse traps or to improve the learning experiences of children. The product of many groups seems to tend toward being a "lowest common denominator" of the potential which the individuals in the group are capable. Depending upon how norms of membership, influence, feelings, and individual differences get worked out, a group can reach a level of creative productivity. Ideas of different individuals can be combined into better new ideas which no one alone would have thought of. These questions become important. How much energy goes into arguing about which ideas are "better" or "right" as compared to energy spent on developing new ideas from combining old ones? Is effort spent on diagnosing situations to bring out underlying issues? When problems are raised, is there a value for working them through thoroughly as opposed to moving quickly to taking action? Do members take the time to seek your reactions and ideas? Do the norms of the group's organization support your having time and ways to give your reactions and ideas?

There are two kinds of results of the ways that a new group works out these five dimensions of its growth. One concerns the way that tasks are accomplished. Tasks may be accomplished efficiently or inefficiently, thoroughly or only partially, with high quality or in a shoddy manner. The other kind of result has to do with maintenance of the group. There may be high esprit de corps where individuals are pleased and excited to be members. There may be confusion and frustration where individuals readily leave the group.

## Appendix II

# CLASSROOM PROBLEM SOLVING
# AND
# TEAM BUILDING

These materials have been developed
as part of the Cooperative Project
for Educational Development (COPED)
under the coordination of the
National Training Laboratories, NEA

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|  | Classroom Problem Solving Design (CPS) | Rationale |
|---|---|---|
|  | Orientation |  |
| 10 | Albertson makes opening comments to both groups about the nature of the two designs |  |
| 10 | CPS group moves to its meeting space |  |
| 10 | Introduction to the two themes of the classroom problem solving(CPS) design<br>1- try out a problem solving process by helping Mrs. Jones<br>2- try out some ways of increasing teamwork skills | start to clarify an expectation of two kinds of work |
| 5 | Mrs. Jones is a good 5th grade teacher, but has a problem with her class this year. She heard you learned some skills at Bemidji and has come to you for help-play the tape of Mrs. Jones (not the kids yet) | this is the first bit of data which will probably not be heard by many - in repeating it as the design moves along, the use of data versus assumptions will be raised |
| 5 | Form the total group into trios within groups of 9 which will work together the rest of the week | research has shown that teachers who are innovative tend to see one or two others with whom they have good helper-helpee relationships |
| 5 | Trios meet briefly to get data to introduce each other to their small group |  |
| 15 | Introductions of each person by one other person in the small group | traditional introductions meet expectations and help reduce the tension |
| 2 | Listen to tape of Mrs. Jones and the children this time | the simulation provides a context for trying the problem solving and teamwork building skills-the emphasis is not on the simulation, but rather on the skills and future backhome applications |
| ? | Trios discuss what they think might be the problem in Mrs. Jones class in whatever time remains. |  |
|  | Identifying the Problem |  |
| 10 | Input on the four questions for writing a clear problem statement as in pages 1 & 2 of the "Force Field" paper | skill of writing a clear problem statement with goal is critical to later stages of problem solving need it especially in order to be able to use the force field technique |

| | | |
|---|---|---|
| 10 | Listen to Mrs. Jones and the kids and write a statement of the problem as you hear it-statement should satisfy the four questions, especially have a goal | |
| 5 | Staff demonstrates and explains the "repeat what I said to my satisfaction before you can talk" exercise | get the idea here quickest by seeing someone else do it |
| 5 | Trios do the "repeat before you talk" exercise | |
| 15 | Staff interrupts to give the "repeat before you talk "instructions again and trios continue with the exercise | usually you find most trios don't follow the instructions until interrupted briefly to repeat the ground rules |
| 10 | Input to explain the round robin trio exercise on listening-saying skills and demonstrate how it works | a brief demonstration by the staff seems needed |
| 55 | 1 helper 1 helpee 1 observer<br>Do it three times so everyone gets to be in each role. Task is to help the helpee clarify his problem statement. Observers are taken out and told what to observe for--be like a candid camera in the way you report back your observations.<br>Observer instructions:<br>round 1: observe the helper-is he listening? note nonverbal as well as verbal clues! Is he asking the helpee to repeat - to give illustrations-to clarify? Is he repeating what he heard to see if he's getting it right? Does he seem to understand?<br>round 2: Observe the helpee-Is he being clear? Does he take time to clarify? is he using words and terms that are understood? Is he being direct and to the point? Is he checking to see what the other has heard? What nonverbal clues is he giving?<br>round 3: observe both-are they really following each other? Are they really listening? Are they maintaining the continuity or jumping from one thing to another? What kind of nonverbal clues are being communicated? Are they checking | the inputs to the observers and their subsequent feedback reports get people started on being aware of -and beginning to practice-their specific teamwork skills. We call this "structured process input". this kind of design also gets them started on being helpers to each other in improving their teamwork skills as opposed to relying on the staff for this kind of intervention. |

for understanding? Are they doing the job of clarifying the problem statement as asked?

On each round, about 8 minutes of helper--helpee interaction - staff interrupts and observers report - all three discuss the report for 6 or 7 minutes - then switch roles and start the next round

Using Research about the classroom

| | | |
|---|---|---|
| 2 | Listen to Mrs. Jones and the kids | |
| 5 | Individuals read paper on "Classroom Conditions -" | First opportunity for retrieving research as an influence in identifying issues in a problem situation |
| 5 | Discuss the research findings in the paper for any needed clarifications | there is some jargon in this paper that people will need help with |
| 2 | Listen to Mrs. Jones and Kids | Listening to tape again should yield hearing things that were not spotted |
| 10 | Individuals re-wrote their statements of the problem considering the research findings | |
| 60 | Trios do round robin of helping each other further clarify problem statements. One trio in the center while the other two trios observe. Members of the center trio each has 4 minutes to get help from the other two. Then staff interrupts and observers give feedback report. Two observers watch helpee behaviors, two observers watch helper behaviors, two observers watch interaction | this is a chance to work on team work skills. Is a continutation of building trio relationship plus a step toward building a norm of helpfulness within the total small group. |

Helpee observer: look for how clear helpee is. Does he tell the helper how he wants to be helped--argue withme,--tell me what you have heard-- ask me questions, does he tell the helper what was and was not helpful.

Helpers' observer: look for whether helper really pushes for clarification--asks for illustrations--asks helpee to be more specific-- let helpee know when he is getting things clearly--is being supportive, not-just-being-nice

Interaction observers: watch for

times when someone does or says things that cause another to become actively involved and things that cause another to become less active or withdrawn.

At the end of feedback the next trio gets in the center and procedure is repeated.

### Diagnosis Using the Force Field Technique

| | | |
|---|---|---|
| 10 | Input giving an illustration of how the force field technique works (smoking) | the smoking illustration is good because you can be very specific about a goal and is easy to get group participation in thinking up forces |
| 10 | Individuals write out a force field on the goal they think Mrs. Jones should be striving for | |
| 10 | Receive "Mrs.Jones problem" paper and discuss it in small group. Point out that her problem statement and force field should not be considered the "correct" one. The individuals in the groups probably have done a better job. This will be true every time there is a hand out on Mrs. Jones problem.. Don't get boxed into defending the hand out material | the simulation is only important as the context within which to learn about and try out the problem solving skills. The content of the simulation (i.e.Mrs. Jones problems) is not what you want them to learn about. Therefore, you dont need to elaborate it or get hung up in defending it. |
| 10 | Input on the problem solving process hand out sheet and the fact that a second theme of the workshop is building team work skills (the problem solving steps are discussed on pages 1 thru 4 of "Force Field paper" | this first look at the overview of the problem solving process is given at this time because when given earlier it does not seem meaningful to people. On the other hand, gradually getting this model clearly in mind as they go thru the steps is a major objective of the workshop. |

### Diagnosing Teamwork Relationships

| | | |
|---|---|---|
| 3 | Input explaining each person is to do a force field on forces for and against maximizing his teamwork relationship with the other two in his trio. Say they'll be shared. | Working toward building norms of openness and feedback in the context of being helpful. Its important to state that these will be shared so that people feel free to pick and choose what they want to be open about rather than being caught by surprise. |
| 5 | Individuals eadh do a force field to share with the others in the trio. | |
| 2 | Input of letting others help you gather data from yourself | |

5 Individuals review the force field he just wrote out - consider which of these forces you would especially like the other two to help you talk about and get more data from yourself to become more clear about.

45 Trios do round robin of sharing their force fields and helping each other get out more data on what each meant. One person gets data from the other two for 15 minutes. Then switch to the next until each has been helped.

The idea here is to raise the awareness that people usually have more good data within themselves than they get at. Letting others help you "interview yourself" so to speak can result both in getting more out and also testing the objectivity of what you are coming up with.

Data Gathering Skills

5 Input on using the force field to figure out what data to collect. Rank order the forces in terms of their importance (eg.change in this force would cause most movement in the entire situation). Rate each force in terms of how easy or hard it would be to change. Rate each force in terms of how clear you are that it really is a force. "Force Field - -" paper pages 4-8.

10 Individuals do ranking and ratings on "Mrs. Jones force field."

Demonstrates the use of force field in identifying data that is needed in the diagnostic work.

(Ranking and ratings will later be important in identifying the specific points where the change effort should focus.)

2 Input of the "Gathering Data" paper. Point out the instructions at the end of this paper - that they are to pick out a force from Mrs. Jones' force field and make up two questions to try out in their trios.

8 Individuals read "Gathering Data" paper and make up two questions.

This is seen as important lead in to using the "Diagnosing Classroom Learning Environments" booklet. It involves them in thinking about the underlying issues and problems of using instruments to collect data rather than just being given a bunch of instruments about which they might not otherwise have a chance to work through their resistances.

5 Input describing the next trio exercise of taking turns- one person asks his two questions and the other two role play the people they would have been asked of in giving responses. Then the two who gave the role played responses push the asker to explore how useful his "data" responses really are.(eg.Now that you found that out, do you really know anything new or helpful? Does your data really help you know about the force you were trying to understand?

Can you think of better ways to ask the question or different questions that would have been better?)

45 Trios do round robin of trying out their questions and helping explore what the data means and how the questions might be improved. Each person gets 15 minutes to try his questions.

Selecting tools for Data Collection

10 Input on using Mrs. Jones force field, with your rankings and ratings of it, to select the "6 tools from the booklet (Diagnosing Classroom Learning Environments is passed out here) which you and Mrs.Jones decided would be most helpful". These 6 tools are to be selected from among the 9 tools in chapters 2,3, & 4. Each person in a trio is to read a different one of these three chapters and share his knowledge of it with the other two as they work together to pick out the 6 tools.

30 Alow time for each individual to read and familiarize himself with one of the chapters.

30 Trios work together in selecting the 6 tools that "you and Mrs.Jones"did select.

20 Small group meets-receives the list of "tools you and Mrs. Jones did select." Discussion of these should emphasize that this list is not meant to be a "correct" answer to what you "should have selected". It is merely what "Mrs. Jones decided on as you worked with her."

5 Input to review where we are in the problem solving (RUPS) process and how things are going in our total work together so far. Invite critical reactions on how things might have been done better.

25 Small group discussion of where we are and how things might have been done better.

Gives practice in the skillof using the force field to plan data gathering efforts.

Splitting up the reading of the chapters is the most efficient way to quickly get at the material. It also demonstrates how the trio can effectively split up tasks and use each others resources in a teamwork way.

Members become involved in testing out their reasons for why to use one or another tool beyond what would have occurred if each had done this alone.

Once again, watch out for the trap of being boxed into "defending the correctness of what Mrs. Jones decided upon. The emphasis is upon the practice of having become acquainted with the tools and the thinking through of their selection.

A re-emphasis that each activity is a step in a problem solving process.

A chance to clear the air, get dissatisfactions into the open so that they can become helpful inputs for deciding how best to take next steps, and get help in discovering ways to improve this total design.

## Spotting the Major Results in Data

| | | |
|---|---|---|
| 5 | Input of the results which Mrs. Jones got when she used the tools in her classroom. Be sure they understand how the data sheets work in terms of which numbers stand for the number of responses to each possible answer on each question. | An opportunity to practice the skill of spotting results in data. We have frequently found that people were excited about giving the questionnaires, but when they got the results back were lost in trying to figure out "what all these numbers mean". With a little help they got the hang of it and become excited again. |
| 10 | Individuals look at the summaries of results to begin spotting the major results.in preparation for working on it together in trios. | |
| 45 | Trios work together on picking out all of the major results they can identify. | More comes out of the trios than would have from each alone. This also gives those who have "caught on" a chance to help those who are struggling. |
| 15 | Small group meets to get "major results that you and Mrs. Jones spotted." Discuss these and reassure again that the handout sheet, "Major Results of Mrs. Jones Data", doesn't represent an exclusively "correct" answer. | |
| 20 | Input of "The Joe-Harry Window and the concept of feedback paper, and<br>*Guidelines for giving Feedback"<br>-readiness of receiver<br>-descriptive not interpretive<br>-on things that are recent<br>-at appropriate times<br>-things that are news<br>--things that can be changed<br>--doesnt demand a change<br>-is not an overload<br>--is given to be helpful<br>--shares something of the giver<br>*Guideline for Receiving Feedback*<br>-share your reactions to the feedback you have received. | Enough helpfulness and trust will have been experienced in the relationships by this time for an experience in exchange of feedback to be both feasible and profitable. It will possibly start of slowly,but build in intensity and meaningfulness as the observer inputs help people to improve their skills at giving the feedback-especially as they become more descriptive and share more of themselves in the giving |
| 5 | Input of instructions on writing down things you know, but haven't yet shared about each of the other two members of your trio. These should be things you have seen or reactions you have had during the past two days that you have been working together (both positive and negative) | This gives a little chance for reflection before having to get into the activity. |

| | | |
|---|---|---|
| 10 | Individuals write down feedback for each of the other two members of their trio, Be clear that these are to be shared,therefore, only write things that you want to share | |
| 85 | Trios do a double round robin of giving and receiving feedback. Each time-one person gives to one other while the third observes. Five minutes of interaction is followed by five minutes of receiving and discussing the observers report. Then change roles and repeat until each person has given to and also received from each other person<br>observer inputs:<br>1-watch the giver-is he clear, descriptive, sharing any of his feelings, helping receiver understand<br>2-watch the receiver-is he sharing his reactions with the giver, his feelings, helping the giver illustrate and clarify?<br>3- Watch both-what things does either one do and/or say that result in the other becoming more open and involved | The observer inputs are especially important here. These repeatedly raise the awareness of the specific behaviors that comprise the skills of giving and receiving feedback. This "feedback on the feedback" is the factor that should mean in increase in skills during the course of the activity versus simply repetition of the same behaviors from beginning to end. |
| 30 | Small group review the problem solving model again (eg the "knowledge Utilization Model for Educational Change" paper) Staff point out how the model works again and review the steps we have gone through thus far in working on Mrs. Jones problem (We then discussed wayswe might began to think of improving the design for the second week. In the second week, the teachers might well use some time here to react to the design thus far and begin to think of applications of the process in their classrooms the next year. | Review of the model to again help work toward getting a clear picture in their minds of the steps in the problem solving process and the continuity of their activities during this week.<br>Looking toward possible applications back home should result in some real enthusiasm at this stage assuming that most people will be clear now on a number of skills they will be taking home with them. Raising this too early in the design would probably only yield frustration based in early confusions and interpersonal barriers. |

## Deriving Implications and Action Alternatives from Research Findings

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|---|---|---|
| 5 | Individuals look again at the "Major results from Mrs. Jones' Data" paper. | Need a refresher of the results to get started |

| | | |
|---|---|---|
| 5 | Individuals read the "Deriving Action Implications and Alternatives from a Research Finding" paper | |
| 5 | Small group holds a staff led discussion to clarify the idea of deriving an implication from research and differentiate it from the next step of considering action alternatives | You will undoubtedly need to clarify this task of deriving implications. It is one of the most important unrecognized missing gaps in utilizing research. |
| 5 | Trios receive instructions on the next activity of observing each other work at deriving implications. One trio derives implications in the center while the second trio sits in the outer circle observing Center trio works for ten minutes and then observing trio gives feedback. Then trio that was observing moves into the center. Trio that was observed moves out and becomes observers. Observers give feedback-discuss for ten minutes. Observing trio watches for listening skills, saying skills, and interaction at the feeling level. | This task is not really difficult once you get the hang of it. The inter trio observation maximizes the number of people who can work through an understanding of this rapidly. This also continues building the norm of being aware and helping on process issues while doing a task. |
| 40 | Trios carry out the implication deriving, observation and feedback exercise | |
| 5 | Individuals receive and read the implications that "you and Mrs. Jones" did derive from the major results. | |
| 5 | Small group discusses these implications. | An opportunity to re-emphasize that the implication statements represent the new, more specific goals for change. |
| 5 | Staff gives input on "Brainstorming". In brainstorming the idea is to get as many ideas from all the members of the group as possible without stopping to argue about whether they are good or bad, appropriate, feasible, etc. Instructions are to brainstorm as many action alternatives as possible for the implications that "you and Mrs. Jones did derive". | Demonstrates the brainstorming technique. |

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|---|---|---|
| 20 | Trios brainstorm action alternatives. |  |
| 5 | Individuals receive the "action alternatives that Mrs. Jones decided to try out" and discuss these in small group | Again the "Mrs. Jones product" serves as a confrontation for trying out the next type of skill. This confrontation procedure causes some resistance, but serves the purpose of putting people in an inquire posture. |
| 3 | Input of receiving the "Guide for Anchored Trainer Ratings and the ATR form"with the explanation that each individual is to rate himself on each of those scales during the workshop so far. State that these are to be shared in the trios. | This input gives a number of additional team work skills to the "listening","saying ", feedback ones which have earlier being worked on. |
| 10 | Individuals rate themselves. |  |
| 30 | Trios share and discuss how they rated themselves on the ATR scales. |  |
| 5 | Input of receiving the "Five resources in planning and taking action" paper which individuals read. | This problem solving phase of planning for action is especially important. There is much evidence that problem solving often stops at the point of figuring out what an action program should be. There is often a big gap between having a good plan on paper and taking effective steps for putting the plan into action. Using the " Five Kinds of Resources" can make the difference in carrying out an action effort successfully. |
| 20 | Trios think up and consider the first step which Mrs. Jones might take in starting her action program. In doing this, they use her statement of the "Action Alternatives she decided to try out" and the "Questions to think about" from the "Five resources-" paper. Point out that she already took a first action step when she had her children answer the questionnaires while she was in the diagnostic phase of the problem solving. |  |
| 5 | Individuals pick out the first step that they think Mrs. Jones should take. Each does a force field on the forces for an against taking this first step. |  |
| 5 | Before doing this force field, individuals read "Organizational and Community conditions which influence the learning experiences of children" to get some new ideas from research findings which might be important to include in the force field. | This collection of research findings speaks to issues that are critical in influencing the extent to which teachers innovate in their classrooms. |
| 20 | Individuals do a force field on Mrs. Jones taking her first step. | This technique of using the force field on ones own initiative can make |

20 Small group: (We took this time to work on developing a force field of forces for and against our developing and carrying out a good design next week) In the second week the small groups could use this time to consider forces for and against conducting innovations and improvements efforts using the problem solving techniques in their back-home setting.

10 Small group of 9 discusses progress up to this point.

5 Input of "Five Dimensions of Group Growth" paper.

5 Individuals fill out the scales on their experience as members of the small group.

30 Small Group: staff person asks for members responses to each scale and tallies them on a newsprint sheet or blackboard as they are given. Then all discuss implications of the tallies and how things have operated during the small group meeting times.

5 Input of reviewing the Problem solving model again, remind group of the series of activities up to now and point out how they fit in the model. Note that the model applies to problems in faculties, association,etc. as well as problem solving in the classroom.

25 Trios share with each other ideas about real back home problems that they might want to start working on using the problem solving process.

the difference between letting an improvement effort get side tracked or die in the vine as compared to following through all the way. It represents a miniature application of problem solving.

At this stage of the design we are beginning to work on problem solving-action taking plans that the teachers might really try out. This should help people to begin to see more clearly than ever the potential value of the work.they have been doing.

Teamwork activities have focused on the trios up to now. This input switche the focus to dynamics of small groups. While these dynamics are also applicable to the trio, this gives a broader perspective to the applicability of kinds o teamwork skills building we have been engaged in.

Looking at these tallies together gives an opportunity to explore together the actual dynamics of the small group which have been occurring. The scaling is the impetus for taking this look. The important thing is not the validity of the responses, but rather the discussion of these dynamics.

Another reinforcement of fact that we have been going through a series of logically interrelated steps of the model. As people began to recognize these steps they will be able to apply them to thinking about real back home problem solving. As the model becomes clear, its applicability to many kinds of problems can be seen.

Beginning to think about using the model on real back home problems should increase the probability that people will really remember and use it. Some real enthusiasm and renewed interest should show itself here.

| | | |
|---|---|---|
| 5 | Input on the fact that as you go through the problem solving model it is a circular affair. You may find yourself backing up and reworking earlier steps as new data and ideas are generated. Also, point out that evaluation of Mrs. Jones problem is a matter of repeatedly gathering data to rediagnose what thesituation is at any given time. As new data is compared with earlier data, and newly drawn up force fields are compared with earlier ones, the evaluation is accomplished as an ongoing part of the process | People tend to think of problem solving as a 1,2,3 step type of thing rather than a back up go forward, back up, go forward process which it usually needs to be.<br>Evaluation is generally thought of as something to do at the end or of in the corner rather than the more functional idea that it is best when it is an integral, ongoing, part of the process |
| 25 | Trio members divide up the chapters in "Diagnosing Classroom Learning Environments" which have not yet been read. One reads chapters 5 & 6 one reads 7 & 8, and the third reads 9 & 10. Read them in a rapid skimming manner and discuss with each other what is in them. | This provides an opportunity to go back and familiarize oneself with the rest of these tools. It should help broaden peoples perspective of the kinds of problems which they might tackle during the coming year. |
| 5 | Input on considering the kinds of data one can get using the tools in the booklet as a lead into working again on kinds of back home classroom problem solving each might really undertake during the coming year. | Planning for application back home is critical to supporting people becoming aware of the real pay off of this training. |
| 45 | Trios help each other work on real back home problems they want to tackle. Begin to apply the steps of the problem solving process. Think of the activities we have been going through this week and identifying the steps you will need to take. | |
| 5 | Input on how these problem solving skills might be introduced through the Association back home | These skills will need to be made available to teachers on a mass dissemination basis in order to have a meaningful impact on education. They represent an increased professionalization of the teacher role |
| 25 | Small groups discuss ideas for introducing problem solving and teambuilding training activities back home. | |

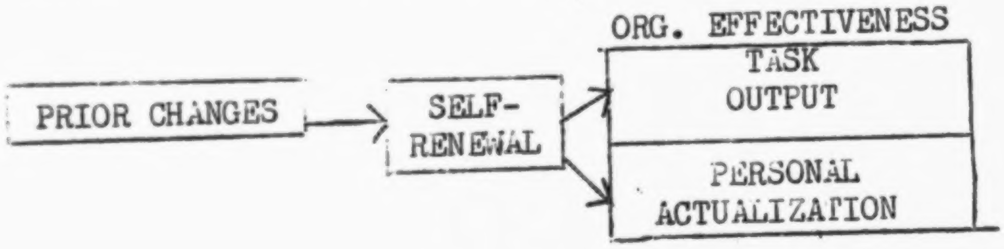
30 Individuals fill out the questionnaire on their reactions to the workshop

# APPENDIX III.

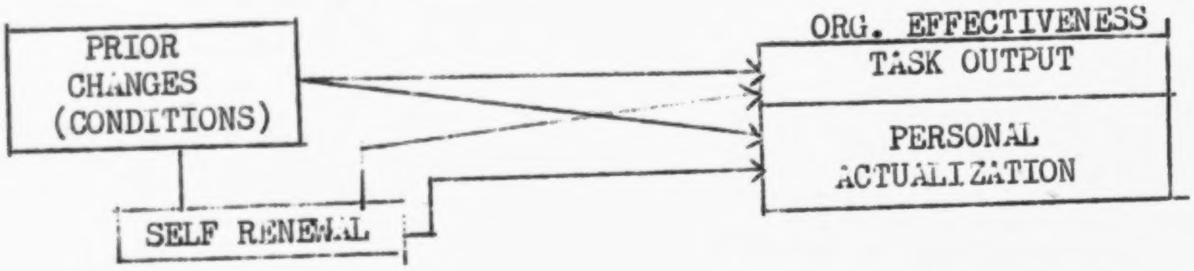
Re: Relationship of self-renewal and organizational effectiveness
-- Matthew B. Miles

A. It was pointed out in a Jan. 11 memo that these two variables should be seen as conceptually independent. If so, the question of interest becomes: under what conditions will an increase in self-renewal efforts (continuous, self-operating, system-strengthening activity) be associated with an actual increase in system effectiveness?

We must remember that when changes such as normative shifts, problem-solving adequacy, etc. have taken place in an organization, they do not stop when self-renewal starts, like this:


ORG. EFFECTIVENESS
PRIOR CHANGES
SELF-RENEWAL
TASK OUTPUT
PERSONAL ACTUALIZATION

Rather, these changes in the state of the system continue, and form a context, or set of conditions within which self-renewal efforts take place. Most of these changes themselves have direct effect on system effectiveness. A chart might look more like this:


PRIOR CHANGES (CONDITIONS)
SELF RENEWAL
ORG. EFFECTIVENESS
TASK OUTPUT
PERSONAL ACTUALIZATION

The issue is, what are the conditions which seem crucial or critical if self-renewal efforts are to bear fruit? The general form of the statement being made is: given conditions C, then A (self-renewal) will lead to B (system effectivenss). Dividing system effectiveness into two broad categories, task output and personal actualization (as suggested in the Jan. 11 memo), I propose the following.

principals, share change goals, etc., T-O increases are not likely.

4. Power equalizstion. S-R efforts will not increase T-O unless influence efforts from teachers upward to principals, based on competence rather than organizational position, are generally successful. Ditto from principals to supt., and school staff to Board. Reasons: S-R efforts can be easily sabotaged by lower participants, and fewer ideas for S-R will be forthcoming from them if power distribution is very asymmetrical.

5. Problem-solving adequacy. S-R efforts (no matter how self-operating, continuous, etc. will not cause T-O improvements unless focal group's PSA is of good quality. This holds especially true for the implementation aspects of PSA. A focal group might spend a very large amount of time on S-R topics, make decisions, etc. but fail miserably in carrying through on their decisions.

6. Normative support. Probably if T-O is to increase following S-R increases, there will have to be a normative context which emphasizes system improvement and supports efforts toward it. The relevent norms on the Do's and Donts instrument are probably those dealing with innovativeness, changefulness, collaboration, inquiry orientation, competence-based power, awareness, and consensual decision-making.

C. Second, what conditions will be necessary if S-R efforts are to alter personal actualization? (P-A)

To some extent, some of those above are likely to be necessary, particularly communication adequacy, and power equalization. In addition, I propose the following as essential conditions for P-A increases:

7. Success experiences. Favorable experiences with the outcomes of S-R efforts seem necessary, if P-A is to increase.

8. Relationship adequacy. Unless teachers feel that they have a good working relationship with their principal, and principal with superintendent, etc. a sense of increased P-A is not likely--even though T-O might increase as a result of other factors. (Reminder: relationship adequacy (November 14th memo) implies not only liking but low threat, so that trust, mutual furtherance, etc. are possible.)

9. Normative support. If P-A is to increase following S-R increases, the individual must have some sense that the surrounding normative culture really supports and favors his self-actualization through organizational participation. The most relevant norms (Cf. Do's and Don'ts) are probably those dealing with trust, individuality, emotionality as data, altruistic concern, and authenticity.

10. Relevance of decisions to personal actualization. S-R decisions will not increase personal actualization necessarily unless they are pointed that way. Technical or structural decisions must take P-A into account. Decisions dealing with process improvement (if successfully implemented) should also increase P-A.

D. One final comment: since it is conceptually clear that system effectiveness (either T-O or P-A) can increase as a result of other inputs than an S-R increase, it becomes very important to document such other inputs (administrative succession, changes in pupil population, etc.) When such inputs are system-wide (e.g., a new superintendent), we can get some help by doing sub-system analyses (differential effectiveness and differential amounts of S-R in different buildings).

# On Self-Renewal

Frederick F. Lightball

The University of Chicago

Much of our energy in COPED goes into probing what we mean when we use the term, self-renewal. We try for the most part to define it in terms of other terms that are more particular, but we have a tough time doing this. Some of the other terms are "system effectiveness," "problem solving adequacy," and "system development." Most of these terms, in turn, are defined by reference to activities like "increasing openness of communication, " "greater inter-personal trust," and the like.

Such attempts are necessary and should continue. But I think at the same time we ought to strike off in other directions to specify our meaning. I would like to explore one of these other directions briefly.

Self-renewal implies to me two things. First it says that someone is going to do something to improve himself by virtue of his own, as opposed to someone else's efforts. Therefore, I infer that self-renewal will take place after a period of being renewed, whatever we shall mean by that , by someone else. Self-renewal by me will follow some sort of renewal activity in which someone else,like a teacher, a helping friend, a therapist, or a technical consultant has in some way renewed me. After they have done something to or with me, then I will want to try it on my own, quite independent from them. Quite definitely implied in all of this is a concept of sequence and timing. One of the problems with our definitions, I think, has been that we have left sequence out of account or have buried it so deep in our terms that it has been lost sight of. I think we must keep sequence highlighted in the definition.

The second implication of the term, self-renewal, is more difficult to state because of its subtlety, Renewal is not just adding something or providing a new surface. Renewal somehow implies a completely new outlook in which all that existed and operated before is now seen in a new organization that dictates a whole new pattern of activities. To renew an old piano, for example, is not just to tune it or re-varnish it. It is renewed when it gets a new sounding board. Theoretical physics was renewed through Einstein's theory of relativity--all the same old phenomena were there; they merely were now parts to a quite different whole. I am not renewed by a Thanksgiving dinner or a good night's sleep; I am renewed when I have a whole new way of looking at myself and myself and my usual way of thinking and doing things. I will still do a lot of walking and talking, but I will walk to different places with a different kind of determination or enjoyment and I wll talk with different people about different things.

Renewal, then, gets at the whole, the organization; it is more than some change in the parts whose effect is particular rather than general.

To me, these two implications add up to a sequence of activities in which the whole of some organism or organization is renewed by an outside intervention followed by another sequence of activities in which the whole of that organism or organization is again renewed through that organism's or organization's efforts.

In passing, let me simply acknowled that there are quite a few very old philosophical problems in this kind of definition. One of them is the old problem of part-whole. How do you define where a part leaves off and some other part begins? What _is_ the whole that is being renewed; is it really the whole system (and does that include the community?) or is it some smaller segment, like the central office of the teaching staff of one district or one building? Another probelem in this definition is the term "autonomous,": is a sytem self-renewing when it calls in outside consultants? What is the criterion for autonomy; is it who takes the initiative?

But for the moment let me leave these problems and proceed to an issue related to further defining of renewal. I have thought much about a comment Bill Schutz made privately to the effect that he did not consider an intervention really to have had an effect if it did not lead to a structural change in the target of the intervention. I remember my own college days, when I wore a full red beard. I remember still with some amasement and a tinge of anxiety a particular therapeutic hour that sent me home to the razor. There was a structural change. More important, of course, was the restructuring of my own inner self-image that precipitated the manifest change on the outside. Is that what we can expect from organizations: that if there is a change from within we will see some structural change on the outside? I remember another incident that precipitated shaving off my beard (an earlier one). This incident involved a very attractive girl. There was no drastic inner restructuring, only the playing out of an already existing set of structural-functional relationships that centered on the pituitary gland. There, too was an external, structural change; but it reflected no inner change in self-image. Still another time I shaved off still another beard was when my la crosse coach advised me that I would shave the beard off or quite the varsity(much to the disgust of a history professor, who called the coach a "benevolent despot"). My self-esteem required more from la crosse than from appearance, so I shaved the beard off. We, in Coped, too may see structural changes in our school systems that are the work of benevolent despots. Merely to see structural change is not sufficient.

Nevertheless, I tend to agree with Bill Schutz that such changes are necessary. Renewal having the qualities of reorganization that I have been hinting at does seem to imply structural change.

What kind of structural change can we expect from a self-renewing organization? Let me suggest one kind that I hope will be evidence of self-renewal in the school district with which the Chicago group is working. This structure, incidentally, appears to have some of the same characteristics as structures formed at other COPED centers; the COPED centers appear to be stumbling onto a common problem and coming up with similar solutions. But that may be a premature judgment.

At any rate, the structure that we have created, a COPED Steering Committee, has looked like the kind of structure that would, if continued beyond our presence in the district, constitute a self-renewing organization _in toto_. The quality that makes it seem like a renewing force in the system is its mission, which is distinctive from all other committees in the district and appears to be distinctive from that of any person.

The mission of the Steering Committee is to define where work needs to be done in the district. It's as simple as that. The purpose is one of critical analysis and evaluation; analysis means gathering and organizing data into meanings, and evaluation means comparing what is going on with a set of standards for what ought to go on.

I can hear the objection: but that 's the superintendent's and the Board's job. Perhaps it is, in theory. But my impression to date is that no Board has ever really taken as its mission the analysis of its district's problems as a continuing, non-crisis-oriented task, and that no superintendent has defined his role, or been able to define his role in this way either. The fact of the matter is, if the impression of novelty that is created in Steering Committee members by their work in the Committee is any indication, that no structure has existed for the deliberate, continuous analysis and evaluation of the problems of the district. There are structures for crisis management. And ad hoc structures are developed for given problems or innovative moves. But we have yet to discover a formal or informal structure with this continuous, analytic and evaluative mission in the district.

One might claim this mission for the administrative cabinet or the Council (which includes the administrative cabinet and representatives from all professional and non-professional roles as well). The administrative cabinet, however, is severely limited in its capability for obtaining data and appears to be decision-oriented and solution-oriented rather than problem-oriented in its functioning. Letme add I do not imply that to have such a function or orientation is a poor, unwise, or misguided state of affairs. Any organization must have a strong executive capability. No organization could be self-renewing without this kind of capability. I do imply, however, that a formal structure whose function is almost exclusively solution seeking and decision making does not qualify as a structure whose mission is deliberate, continuous analysis and evaluation of the problems of the district.

The Council, which has virtually full representation, might well be such a structure except that, as it presently operates, it (a) meets only five times in the school year, (b) is too large to allow the kind of verbal interchange needed for analysis and evaluation, and (c) has shown no capacity for subgrouping or taking initiative in analysis and evaluation functions. Its official mission however, is to "consider all district policies and procedures brought to its attention." Its mission is broad, and might conceivably take on a more problem-oriented focus.

As matters stand, however, there is no xtructure for systematic analysis and evaluation of problems of the district, except the COPED Steering Committee. The COPED Steering Committee is a special sub-committee of the Council, through which the Steering Committee is to communicate and work with the district.

Now let's reconsider the implications of some earlier statements about sequence of actions. I said that I thought there had to be an outside intervention first, then some internal reorganization, and finally a withdrawal of the outside intervention, leaving an internal structure to perform basically the same functions as had been created by the intervention. These functions include prominently the functions of deliberate and continuous analysis and evaluation of problems.

Consider the attached diagram. It does not characterize a self-renewing organization, out there. Rather it characterizes a relation--the relation between consultant and client systems. The relation is essentially one between an initiator of communication and a respondent.

At the outset of COPED activities the only cell in the matrix in operation was the first one, in the upper left corner. The national COPED organization was initiating and responding within itself. Then the various centers took on clients. This implied an initiation by COPED to which clients responded, as represented in the second cell in the top row of the matrix, The client, one or more school systems, had its own on-going activities, represented by the cell in the middle of the matrix, in which parts of the client organization were interacting with other parts of the client organization. The client systems may or may not have had contacts with other consultants on their own initiative, represented by the first cell in the second row.

The four cells in the upper left hand corner of the matrix (cells #1,2,4 and 5), then, represented a second phase in COPED activities toward the development of self-renewing systems. This second phase is composed of (a) two major systems, a client and a consultant system, each initiating and responding within its own organization, and (b) two interacting aspects where the COPED consultants initiate with the school system as respondent and the school system may or may not initiate with outside consultants.

In the early phases of the Chicago COPED intervention, and right from the very beginning in some COPED centers, a new client structure was developed which was to be the focus of the most intense part of COPED intervention. This new structure, which we have called a COPED Steering Committee and which some others have called a change-agent team, has stated and refined formulations of problems in the district, has set these in a hierarchy of importance, has identified the persons with whom work must be done ifthe top priority problem is to move toward solution, and has made plans for engaging these persons in cooperative work with the Steering Committee.

Thus we have worked in the third cell of the matrix, where we intervened in a new structure, the Steering Committee, as process facilitators( not as experts on substantive programs).

We are still working in the district, as members of the Steering Committee and in our other capacities as historian and empirical data gatherers. Therefore, the system is not self-renewing even if it is undergoing renewal. The extent to which it is undergoing renewal is of course open to question. Let's consider that for a moment, and then turn to the issue of self-renewal.

Is the district coming to a new inner vision of itself in some way? Certain signs of at least continued development and dissemination of good process norms are evident. First, we have a healthy subscription for our eight two-week, summer traineeships, including the superintendent, two principals, the psychologist,and several teachers, Second, one of the principals who has been most reticent about direct participation with COPED voiced his desire to attend the summer training program because of the way that x and y, two training consultants (two principals who received intensive training last year) have acted in Administrative Cabinet meetings. When asked to elaborate, he said that he liked the way that x and y had been able to get people to say what's on their mind and draw people out so that every body gets hears. And third, a norm which used to prevail in the Administrative Cabinet, decision making by vote, has at least been temporarily replaced by another norm, decision making by tested consensus. Observations of this norm are available on tape of a recent Cabinet meeting, supported by reports of members of the Cabinet.

One would not want to claim self-renewal on the basis of such evidence, even if it were entirely substantiated by direct observation. These are atomized behavious and do not seem to add up to any central reorganization of the district's vision or mission. Yet they are beginnings, and we count them necessary, if insufficient, parts to the whole.

Let me project one paragraph of fantasy that may clarify self-renewal further. Suppose the present Steering Committee carries out its present plans for two single days of basic skill training for their chosen "target population,"namely, all 12-month persons and interested volunteers. Suppose this leads to a report to the Council and to the Board of Education that, after considerable deliberation and meetings,leads to a permanent standing committee drawn from the Council whose purpose is to "a) sense, formulate, and set into priorities district problems, (b) plan and carry out training functions centered on process, and (c) act as a confronting agency within the school by reporting, role playing, and otherwise communicating to the Council the nature and consequences of problems formulated within the committee. Suppose, finally, that this committee operates on its own without COPED sponsorship or support for a year, is able to reproduce its membership through elections, consultation, and self-training, and that problems not before considered during the COPED intervention are identified and communicated as confrontations to the Council. Would that set of events constitute a district with self-renewal capability? I think it would. It would constitute self-renewal in the terms I have used because it fits both major criteria,autonomous renewal and the achievement and operation of a new image of how problems are solved, who is involved in solving them, and a new structure to embody and sustain this new image.

Consider, finally, the bottom row of the matrix. The last row represents a third and final phase of the self-renewing course of events, where the inner structure, this now standing committee, takes as its client the system, just as COPED had taken as its client this inner structure. This new structure prepares and plans on its own, represented in the lower right-hand cell of the matrix; it carries on inside interventions, represented in the lower left hand corner of the matrix.

In this third phase of self-renewal the outside consultant, COPED, is no longer on the scene. Thus the activities of this phase can be represented by the bottom two rows of the matrix alone. In the earlier phases, all activities could be represented by the two top rows of the matrix.

Direct initiations by the client systems to the new client structure, represented by the right-hand cell of the middle row (cell#6), is probably the last kind of activity to emerge in the self-renewal process. Such initiations would take the form, for example, of requests by the superintendent or the administrative cabinet for diagnosis of what went wrong in given programs or procedures.

Self-renewal, then, can be described as a progression of activities described by, first, the middle cell of the matrix followed by activities described in the top row or the matrix, succeeded by activities of the bottom row of the matrix and of the last cell of the middle row. The essence of self-renewal activities is described by cells 6,7,8, and 9. We must inquire about the conditions necessary to sustain these four kinds of activity. But that is the subject of another paper.

revised 10/2/67

| INITIATOR / RESPONDENT | Consultant | Client | New Client Structure |
|---|---|---|---|
| Consultant | Outside preparation and planning<br>←<br>(1) | Outside intervention<br>COPED ACTIVITIES<br>(2) | Development of Steering Committee or change agent team by outside consultants<br>→<br>(3) |
| Client | Direct outside consultation<br>(4) | On-going Client program, maintenance, evaluation, innovation, adoption, etc.<br>(5) | direct inside consultation<br>(6) |
| New Client Structure | Self-development of steering committee by seeking outside consultation<br>←<br>(7) | Inside intervention<br>EVENTUAL SELF-RENEWING ACTIVITIES<br>(8) | Inside preparation and planning<br>→<br>(9) |
|  | Consultant | Client | New Client Structure |

Figure 1: Schema for describing the emergence of self-renewal in a client system.

August 11,1967

## Status of the Concept of Self-Renewal - Charles Ferguson

Altho COPED may not be self-renewing, the concept of self-renewal and the thrust of COPED will probably continue in some shape or form so I would like to review the status of the concept; specifically to joust with MY in an attempt to unseat their position on the subject. On page 13 of their January 26,1967 memo they state:

> Most generally, it would seem possible to conceive of a system which was reasonably self-renewing ... but which showed no appreciable increase in actual system effectiveness (child learning, response to crises, child socialization, personnel-holding,etc.) If we encountered a system of that sort, we should conclude that the self-renewal was essentially ritualistic, and of little interest, no matter how excited and innovative the people in the system "felt".
>
> The converse is possible, too. A system might increase in effectiveness without added efforts having been put in on self-renewal -- by adding a new superintendent or new principals, firing people, changing district lines,etc. . . .
>
> In any event, the thrust of this argument is the self-renewal and system effectiveness should, analytically speaking, be seen as independently defined. It is an empirical question whether increases in one are, or are not, associated with increases in the other . Perhaps it would be best to speak of self-renewal efforts as the variable; such efforts may or may not be successful in their intent(increasing system effectiveness.)
>
> . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
>
> In the case pf self-renewal, its effects are seen as mediated by two other variables (implementation success and relevance of decision content to the particular effectiveness measure being used.)

By their own admission in the first paragraph they concede that "ritualistic self-renewal" is of little interest and an appreciable increase in actual system effectiveness is what they are looking for. If self-renewal doesn't produce increased system effectiveness just what does it do and why are we bothering with it? If we can identify specific processes which produce increased system effectiveness; e.g., if upward influence, executive professional leadership, communication and problem solving adequacy etc.are significantly positively correlated with it (causally not merely associatively) what is left for self-renewal? Only vague inferred possibilities which we can't put our finger on. Under these circumstances aren't we just rectifying a null concept? I think this explains why the Variable sub-committee of the Research Council was unable to nominally define and identify criteria indicators for the concept. I submit it is a meta-concept embracing the processes which increase or maintain system effectiveness, and not a separate parallel variable. Granted its effects are mediated by implementation success and relevance of decision content to the particular effectiveness measure being used but until it is successfully implemented and measured what have we got except potential?

On page 12 they state their minimum definition of the term:

> (1) The core notion is that of system-building or system-strengthening activity,often devoted to changes in structures of the system.(2)This activity continues over the period under study, and is expected to continue on afterward. (3)The activity is self-initiated and self-operated by system inhabitants; it has an autonomous character, not driven by stimuli from outside the system, but by inner system inputs; it leads rather than lags.

I fail to see why adding a new superintendent or principals, firing people or changing district lines cant necessarily qualify as "self-initiated and self-operated system-building or system strengthening activities." Granted it is an empirical question whether such activities produce increased system effectiveness. But if a system maintained high efficiency over time by deliberately turning over personnel and district lines periodically (which does seem unlikely) while failing to manifest any increment or substantive quantity of the other human relations processes we think are crucial, I'm afraid I would have to conclude that the system was self-renewing and our suppositions about prerequisite processes were inadequate.

I think the polemic regarding whether self-renewal is a dependent or intervening variable is unnecessary. Life is a continuous process. All variables are independent, intervening and dependent depending upon when you slice into the time line and what you are looking for. I would like NY to identify an independent variable free of antecedents or a dependent variable which produces no consequence,in other words any variable which is not functionally connected with preceding and following variables. If variables can be all 3 types under different conditions the discrimination loses meaning unless the differentiations are precisely delineated. I don't think the return is worth the investment.

I claim that the purpose or goal of COPED is (was?) to promote self-renewal in school systems. If the systems we work with in the project appear in time to be self-renewing(if we can ever figure out how we would recognize it if they were )we will consider it a "good show". If they don't seem to change appreciably in this direction, (again, if we can identify which direction this is) we will feel we goofed , or missed the boat someplace. So this is what we hope to accomplish and our first task is to determine how we can appraise our efforts; what do we mean by the term and what are its criteria indicators?

Just like re-submitting a project which has been rejected for funding,I would like to re-submit my nominal definition(see enclosure) which initially appeared in the paper distributed in January of this year for the National COPED meeting in Cambridge the beginning of February. Not that it is perfect but primarily because I have never had it questioned, refuted or even acknowledged. My vanity and myopia cause me to feel that this definition is self-evident, To me, if a system manifests these characteristics it cant help but be self-renewing. If there are other possibilities to which I am blind please inform. These characteristics are easily measured quantitatively, in terms of just how much these activities are actually done. Qualitatively they would be measured by the generic criterion indicator of self-renewal. system effectiveness over time; which requires specific indicators of system effectiveness. At the abstract level these are already contained in the definition, optimal fulfillment of various needs of the system's varied constituency, Concrete specifications require identification of these needs and measures of optimal fulfillment.

I think we should refocus our energies on the existing conditions at the time of COPED entry into school systems, the interventions made, and determining criteria indicators of system effectiveness with their subsequent measures. For the Boston region at least, and I would suspect possibly for all others, a crucial element of the documented history which thus far has been completely by passed is: why are we working the particular systems currently involved in the project rather than others the entry issue. Between the time of writing the proposal for continuation of the 2nd year ('66-'67) and the actual implementation of that proposal, 4 systems in the B oston area and a fifth not listed, were replaced by five others; only 2 of the original 7 being included in the eventual program. Why? I claim the history concerning why these rather than others has as much if not more bearing on intervention outcomes as the interventions themselves; in essence the interventions which initially produced, or failed to produce, the university-school system contractural relationship comprise the foundation upon which all later changes are built.

## A Nominal Definition of Self-Renewal and Self-Renewing Systems

Self-renewal is a process principally of adapting existing, or initiating and installing new structures, roles and processes in systems to enhance their viability. A self-renewing system is one which perpetually reappraises its goals in terms of their expected adequacy to meet the various predicted needs of its varied constituency here is broadly defined as the culture as well as the individuals within it. This implies at least two types of operation;

A. Research and Development at various levels

B. Preventative system maintenance.

Research and development would include, among other things:

1. Continuous forecasting (just like weather forecasting) of predicted constituency needs.
2. Conceptual analysis of program means for meeting these needs.

3. Development and testing methodology, procedures, technics, facilities, equipment, organizational structures and subsystems necessary to implement the program.

4. Continuous scanning and searching other systems for ideas, innovations, novelty

5. Adaptation of elements from other systems for application in own system.

6. Diffusion of valid elements, developed or adopted, throughout the system.

Preventative system maintenance would involve, among other things:

1. Continuous evaluation of existing operations to retain the most effective elements while improving necessary but less effective elements by correction of deficiencies, and eliminating dysfunctional elements. Dysfuntional elements would include not only those which were no longer functional but also those with a poor

cost-effectiveness rating;more effective elements would continually replace less effective elements, a process which seems so obvious as not to require mentioning except for the fact that such process is conspicuous by its absence in educational systems. Just as business and industry depreciate physical plant and equipment or libraries cull outdated books, so educational systems must phase out obsolete elements in their functioning and replace them with the most effective validated elements.

2. Quality control to insure minimum standards of performance and production.

## Self-Renewal Again - Warren Hagstrom

I should like to write a few words in defense of NY's approach against Chuck's criticisms. The New York group suggested that self renewal and system effectiveness should be seen as independently defined and that, logically speaking, changes in the one could occur without changes in the other. Chuck countered by suggesting that self-renewal is a process of adapting structures,roles, and processes in systems to enhance the viability of the systems. "If self-renewal doesn't produce increased system effectiveness, just what does it do and why are we bothering with it?" To this I would reply that self-renewal involved the choice of goals when such choices affect the identity of the system. Participants in systems have choices that are fateful for the system; such choices may manifest self-renewal or its failure.

If self-renewal were merely adaptation or effectiveness, why bother with the distinction? Self-renewal ought not to be identified with "adaptation" or "viability", although these may be elements. (may be elements: there might be organizational equivalents to self-sacrifice,as, e.g., some of the churches in totalitarian nations.) Self-renewal must include references to the "soul" of an organization, its "identity"- its identifying values, beliefs, and missions. An organization may "adapt", may be "viable" in the sense that it has a kind of physical continuity-- an enduring name, membership, and assets; yet at the same time its values and missions may change so fundamentally that one would not wish to consider it the " same" organization.

Chuck suggests that " A self-renewing system is one which perpetually reappraises its goals in terms of their expected adequacy to meet the various predicted needs of its varied constituencies... " This may be so,but the language also suggests that an organization may be the "tool" of some "constituencies," and as such may be deployed by them for various ends(i.e., there are varied measures of effectiveness). A tool can be directed to varied tasks, and it can be dispensed with when alternative tools appear that are more effective or cheaper. (E.g.,from Chuck:"Just as business and industry depreciate physical plant and equipment..., so educational systems must phase out obsolete elements in their functioning and replace them with the most effective validated elements." Such organizational "elements" are evidently not credited with the capacity for, or given the opportunity for, "self-renewal.". They are merely tools, means to ends.) This is common enough with organizational elements in education; a small rural school system, a vocational school, or an adult education program, may be phased out when it no longer serves as an adequate means for some larger system. But; In so far as an organization is merely a tool--not valued as something in itself, not maintaining a stable social composition or a stable social base, not itself interpreting or reinterpreting its values--it is not self-renewing or capable of self-renewal.

The above is couched in moral language, but this is the point I wish to make: self-renewal pertains to the moral aspects of organizations not merely to adaptation and viability. Some references that make the same point: Burton R. Clark, "Organizational adaptation and precarious values: a case study of (adult education in California", AM.SOCIOL.REV.(June 1956),21:327-33[illegible] Philip

Selznick, LEADERSHIP IN ADMINISTRATION. Leonard Broom and Philip Selznick, SOCIOLOGY, ch. 7 and 12.

Boundary maintenance. The maintenance of organizational identity depends upon maintainting distinctive values (the "internal" aspect) and maintaining a distinction between organization and environment, a boundary "the "external" aspect). This suggests some dilemmas with regard to some of the major values COPED seeks to attain. (We have also neglected other dilemmas, not to be discussed here. E.g., organizations--especially in threatening situations--must have their participants respond in highly predictable, reliable, and rapid ways. Formalization and centralization obviously facilitate such reliable and rapid responses, but formalization and centralization work against changefulness, consensual decision-making, competence-based power, individuality, using emotions as data, etc.) Boundary maintaining processes work counter to inclusiveness, obviously. They work against openness in two ways. " white secrets", known to participants. In a competitive environment, "black secrets" if revealed might aid enemies of the organization. At the boundaries, whether or not persons are organizational members often becomes a critical factor in their interaction; this influences the degree to which they can trust on another and collabotate with one another.

The most noteworthy educational " institutions," those capable of maintaining distinctive identities over long periods of time, have possessed strong boundary maintaining mechanisms. I think of the great old universities, Oxford, Harvard, the Sorbonne, etc. They are collegial bodies,where faculty participants select new members are able to well socialize them. They are also able to exercise considerable choice in selecting students, and those selected are inculcated with the distinctive values of the organizations. These organizations have established stable sources of social support-so stable is their self-maintenance that they are recurrently attacked for failing to change in changed circumstances and for failing to do their duties for the larger community. And these organizations are infused with value, valued for themselves as much as, or more than, for what they can do.

No public school system is institutionalized to this degree. I sometimes wonder if any public school can be considered an institution(in this sense) at all. The schools can exercise practically no choice in their selection of students. Students move through the systems so quickly, and are so little involved with them, that it might be impossible to transmit any distinctive values of a school to them. (This is much more true of inner city schools than of the schools of elite suburbs.) Perhaps the same is true for adult participants. Furthermore, the remote administration in big city schools, and state departments of education everywhere, so formalize the activities of particular schools as to make impossible any distinctiveness. Schools may tend to be interchangeable components in larger systems, not valued in themselves. (Cf.Sloan Wayland in Miles, INNOVATION IN EDUCATION.)

(Boundary maintenance, by the way, doesn't refer simply to the passage of "bodies" into the organization. In so far as persons are concerned, we are also interested in social roles and self-conceptions. Thus a school system has low boundary maintenance if students can carry external identities into the system without modification- identities such as "son of the richest man in the community." Or, a school system will have low boundary maintenance if external groups operate within the system without modification; e.g., certain kinds of student peer groups. Boundary maintenance can also refer to transmission of information and policies, although pretty quickly the concept gets confused with organizational autonomy. But it seems reasonable to suggest that a school system cannot maintain its boundaries if external agencies easily can add or take away functions or components, such as recreation.)

This relates back to self-renewal. I might offer the following axiom (like axioms generally, it seems tautological): No self-renewal without a self. (Two other propositions offered without discussion: No self without self-awareness. No self-awareness without communication.) If schools do not have boundary maintaining capacities, if they do not become infused with value, if they are not able to maintain distinctive values in an environment, they have no distinctive identities, no "selves" and it is pointless to discuss their self-renewal.

The preceding paragraphs are phrased too strongly, since perhaps we readers can identify schools that succeed in maintaining (and renewing) distinctive identities. But this suggests two challenges. First, the identity discovered may be by us not desired. E.g., the very well insulated and very stable identity of the administration of the New York City schools. If we were to work in such schools, we might wish to subvert the identity of the systems. Second, how can such distinctive identities be described? As social scientists we end to seek generalizations and are often indifferent to the idiosyncracies of the systems we study. But I wonder if my readers could describe the distinctive characters of the systems they study even in a very impressionistic, journalistic fashion.

A final challenge has been accepted by COPED: to facilitate self -awareness by among other things, facilitating communication about issues fateful to the organization; and thereby to facilitate self-renewal.

December 1967

Re: Renewing Self-renewal - Charles Ferguson

Nothing is really new, history repeats itself. Frequently we re-encounter what we already knew but had forgotten. Man liveth not by bread alone. Despite the reality that COPED, a project in which I have fully invested myself for more than a year, has been unable to renew itself, at this writing, my own spark has been rekindled by the breath of controversy, dissent and conflict. I had just about atrophied and wilted on the vine,exhausted not from anxiety and frustration about funding but from apparently fruitless shadow boxing and dueling with windmills. I had begun to question my sanity and competence. Were my ideas so vapid, gauche and empty as to be unworthy of response? I began to experience psychological weightlessness, lost in an orbit of my own, isolated from significant others in terms of conceptualization within the profession. As Fred Lighthall says, "its hard to brainstorm alone."

But then in consecutive days I received a sharp criticism of my "Relativity Theory..." paper from Don Klein and this provocative rebuttal of my self-renewal concepts from Warren. I can't retrieve the references at the moment but I'm sure the literature on conflict theory mentions the value of polarization and confrontation in clarifying issues, providing more easily grasped handles or footholds by which they can be worked. I was infused with spirit and vigor. Even if my ideas were erroneous or defective the response provided an opportunity to correct misconceptions,refine or clarify points, to maintain and improve communication. The English language leaves much to be desired as a communication media.

These 2 sharp responses coming almost simultaneously set me off on an afternoon of free associating about self-renewal and the crucial role conflict plays in the process. I'm not sure what sort of self-image I'm conveying when I say insects and reptiles require some sort of leverage by which to shed their skins, evolve and develop. At first I was thinking that an ugly caterpillar can metamorphose into a beautiful butterfly but then I also realized that although some reptiles can be quite beautiful, at least to me, even the most beautiful can be lethal, viz.the coral snake.

Then I thought of how a runner trying to breal a record will have someone pace him. But this is inappropriate because the pacer is just that, not a genuine competitor in the final outcome of that particular event. Neverthe less it is true that athletes' performance deteriorates without challenging competition.

Warren's"tool" stimulus provoked the response of sharpening a dull instrument, how it has to be pressured and forced against the abrasive sharpening stone or surface in order to renew its usefulness. I got temporarily hung up when recalling what happens in sharpening a knife or scythe with a hand stone and the stroke sweeps too far. On the return stroke the knife edge may strike and be dulled by the end of the stone or the stone may blunt the tip of the scythe. But I ravelled that Gordian knot by realizing time and space are infinite, with no beginning nor end to arrest the stroke.

But this precipitated an anxiety reaction. I fantasied sharp slicing straight razors, switch blade knives and even scalpels. They all connoted division, dissection, analysis rather than synthesis and integration. I recognized the healing helpful, constructive role of analysis but missed the security of Gestalt.

Then I thought of lens grinding, quite similar to sharpening tools, in the abrasive conflict process. This process of providing instruments for gathering, integrating, focusing and rediffusing light in heretofore dark or blurred amorphous areas has more creative connotations for me. Further similarities in the analogies lie in the facts that in both processes, sharpening tools and lens grinding, the coarseness of the abrasive becomes finer and the pressure lighter; ie.friction diminishes and the opposing objects slip past each other with decreasing turbulence while simultaneously accomplishing their purpose yet maintaining their essential identity. Their boundaries have been altered somewhat and they eventually expire; tools grow thin, sharpening surfaces,too smooth to be useful, lens develop sunspots. But this I accepted as consonant with mortality, both individual and cultural.

Let me try a more fruitful tack. Just as a sailboat becalmed needs external force to progress in any direction so cultural institutions require confrontation for their survival and self-renewal. I think all of these analogies have a common implication for problem solving using force field analysis. A direct orthogonal or perpendicular force will crack rather than polish the lens, and dull rather than sharpen the fine edge. Similarly a sailboat cannot progress directly into the wind, it will lapse "in chains" and drift helplessly with the wind and tide. It must point into the wind to progress against this foce. Just as the sharpness of the edge is directly proportional to the acute angle of contact with the stone so the efficiency of a sailboat is related to how high it can point windward.

But enough of analogies, let us renew the debate. Warren, I like your axioms, "No self-renewal without a self," "No self without self-awareness," "No self-awareness without communication," and your reinforcing point of boundary maintenance. I also like your "moral" language but I did't see my concepts as being that im-or amoral. I feel in many respects we are talking about the same thing but are caught in a semantic hang-up from which I'm temporarily unable to get un-hung. But in other respects we may be far apart.

In fact my initial reaction was that you sounded like the mythical midwestern behavioral scientist who allegedly is the author of Report from Iron Mountain on the possibility and Desirability of Peace with introductory material by Leonard C.Lewin, The Dial Press,Inc. 750 3rd Ave., N.Y.10017. I am sufficiently illiterate not to know whether I am an anarchist, libertarian, radical or what nor whether you consider vourself a conservative, certainly not a reactionary; but you do sound a trifle paranoid about being exploited as a tool. Perhaps,I am a sociopath but I unabashedly exploit people as tools on the assumption that is what they are for, and I further assume they reciprocally use me. And the same goes for social institutions and organizations. I felt it was naive to think otherwise. But my basic quibble with N.Y. COPED and you relates to what I understood as the prime value and purpose of COPED's existence; the feeling that American education leaves much to be desired and is drastically in need of planned change. Further, although I don't believe it was ever explicitly conceptualized except by me, self-renewal would initially be precipitated by external, namely COPED, forces rather than by the institutional selves of the school systems. Boston COPED goals, which I accepted when joining COPED on its first birthday, were: "The exploratory development of alternative models of planned change to improve educational systems; developing, operating documenting, and evaluating a series of demonstrations of procedures for increasing and supporting the educational effectiveness of a selected sample of school systems and to disseminate to school systems and other educational organizations the validated models."

In short, the thrust of Boston COPED was enhanced and sustained system effectiveness through ultimate self-renewal. If N.Y. can spin off some creative desirable changes other than enhanced effectiveness and viability, and I'd leave them the freedom to specify criteria of creativity and desirability, I'll be happy to consider them.

I agree that " self-renewal is involved in the choice of goals when such choices affect the identity of the system. Participants in systems have choices that are fateful for the system; such choices may manifest self-renewal or its failure." All I'm asking is that if they manifest failure we not call it self-renewal,but failure. I would substitute terms and alter your statement to,"Survival is contingent upon choice of goals which affect the identity of the system". If the system survives and improves with time I would then call that self-renewal. If the choices manifest loss of identity I would call it self-extinction.

My reason for bothering with a distinction between adaptation or effectiveness and self-renewal is, as stated in another unfortunately undated memo to N.Y. last spring which I believe was circulated to the COPED network,yesterday's innovations may be today's traditions and tomorrow's excretions. As I have persistently said in my previous self-renewing memos, I see self-renewal as the temporal dimension of enhanced viability.

I agree that "self-renewal must include references to the 'soul' of an organization, its 'identity'-- its identifying values, beliefs, and missions." I think our apparent conflict hinges partly on our definitions of "self." Paradoxically, I think our definitions are quite similar but I feel you use the term loosely, or at least for me ambiguously. I concur there likely are organizational equivalents of self-sacrifice,but semantically I have difficulty equating self-sacrifice with self-renewal. Philosophically I can do it. I can comprehend a person renewing himself through his progeny by sacrificing himself for them. This is my interpretation of immortality. But semantically I would consider one self as being sacrificed for another and thus not renewing itself. Perhaps this is nit-picking.

I agree that " an organization may 'adapt', may be 'viable' in the sense that it has a kind of physical continuity--an enduring name, membership,and assets; yet at the same time its values and missions may change so fundamentally that one would not wish to consider it the 'same'organization." Call me a revolutionary if you will but that is precisely what I am hoping will happen. You concede that,"the identity discovered may be by us not desired;e.g., the very well insulated and very stable identity of the administration of the New York City schools. If we were to work in such schools, we might wish to subvert the identity of the systems." Amen.

I feel that much if not most of contemporary American education is hypocritical; that the discrepancy between its professed values and missions and its real behavior is tremendous; certainly the gap between its stated goals and its realization of these goals is immense. Identifying an organization's real values or missions by its behavior, I claim that American Public education until just recently has been primarily concerned with getting middle-class youth into college while baby-sitting with the remainder of the population until it was legally old enough to leave.

You say, "In so far as an organization is merely a tool -- not valued as something in itself, not maintaining a stable social composition or a stable social base, not itself interpreting or reinterpreting its values -- it is not self-renewing or capable of self-renewal." I claim that if an organization maintains an enduring name, membership and assets while changing its values and missions so fundamentally as to be unrecognizable as the "same" organization it is because it has been reinterpreting and renewing its values and missions, which in turn have continued to meet the changing needs of its changing constituents. Otherwise, how does it maintain its membership and assets? If it is accomplishign this, that is good enough for me.

Perhaps another difficulty hinges on what? why? and how? Possibly the what and why endure, the who changes with ensuing generations, while the how alters so drastically that it could no longer be recognized or identified with the previous how. Many of Norman Thomas' radically socialistic values of the 20's are considered conservative today, but have traditional American values elaborated in the Bill of Rights, Declaration of Independence and Constitution such as right to life, liberty and pursuit of happiness, et al, changed?

I agree that, "an organization may be the 'tool' of some 'constituencies' and as such may be deployed by them for various ends," but I was and still am completely unaware of how my language suggests that. To me it sounds like your projection. Again I am perfectly willing to use an organization as a tool and dispense with it when "alternative tools appear that are more effective or cheaper." Perhaps a semantic issue is involved here between "organization" and "system." I am thinking of the utility of temporary systems and you are concerned with the value of stable organizations. I would see "disposability" or "built-in obsolescence" as the rason d'etre of temporary systems, to prevent debilitating proliferation of complexly rigid bureaucratic structures.

I would not label the temporary systems as self-renewing but the organization which exploits them as self-renewing. Even if my language suggests that an organization may be the tool of some constituencies, your language suggests to me that your "organizations" are tools for the soul -- the identifying values, beliefs, and missions -- of their constituencies. (If we ever have another National COPED Conference in Irish Catholic Boston, we can sign a refrain to O'Toole.)

With regard to crediting organizational elements with the capacity or giving them the opportunity for self-renewal, in my again not only undated but unidentified Research Procedure National COPED February Boston conference paper, I mentioned this problem on the bottom of page 4, in terms of innovations or experimentation, but the same principle is applicable to stable organizational elements. At that time I asked how do you know when to quit an unsuccessful experiment? How do you determine whether it still possesses potential if you only knew how to exploit it? Again I was emphasizing that business and industry prune themselves regularly, but hopefully this pruning is healthy and helpful rather than destructive.

I am not ready to accept the assumption that boundary maintenance is essential to a sense of identity. I'm afraid I get lost in cultural and emotional, more specifically value boundaries, so maybe there is more to this issue than I recognize at this time; but for how many years have Jews existed as an open system in the sense of lacking political boundaries? The Zionist movement to create Israel may be considered support for need of boundaries but it may simply be pursuit of a myth in this respect. Is it not possible that one of the distinctive values of a system would be maintaining openness? They may exist and I may be unaware of them, but what are the boundaries of American Friends (Quakers)? Again, I suspect the boundaries lie in the values themselves.

I also take exception to your dilemmas; e.g., "organizations -- especially in threatening situations -- must have their participants respond in highly predictable, reliable and rapid ways. Formalization and centralization obviously facilitate such reliable and rapid responses, but formalization and centralization work against changefulness, consensual decision-making, competence-based power, individuality, using emotions as data, etc." This seems to contradict your earlier statement -- "Participants in systems have choices that are fateful for the system ..." If they are expected to respond in highly predictable and reliable ways, how much choice do they have? In fact, I think these statements also contradict your earlier comment on "organizational equivalents to self-sacrifice." An organization may expire because it maintains its infused values of changefulness, consensual decision-making, competence-based power, individuality, using emotions as data, etc., but the values may survive and the system reincarnate.

Your statements concerning the need for formalization and centralization raise the concepts of strategy vs. tactics but more importantly present the conflict between democracy and totalitarianism. Participants must respond in ways which will contribute to the distinctive values of the system but one man's patriotism is another's treason: viz. the current draft resistance vs. "Support our Boys in Vietnam" movements, as though they were contradictory.

Conceivably this country's financial and emotional preoccupation with Vietnam to the neglect of other crises, domestic and foreign, could be a communist plot to divert us from more crucial issues. And the super-patriots who wish to establish a precedent in Vietnam that wars of national liberation are futile, may be proving just the opposite; that the effective strategy for subduing world powers is to keep them invested in one little crisis out of all proportion to its relative significance in relation to the total world situation, particularly when that commitment serves to alienate a large proportion of the international community.

I agree with you that "Boundary maintaining processes work counter to inclusiveness, obviously. They work against openness in two ways, 'white secrets' known to participants but not to others, help identify persons as participants. In a competitive environment, 'black secrets' if revealed might aid enemies of the organization. At the boundaries, whether or not persons are organizational members often becomes a critical factor in their interaction; this influences the degree to which they can trust one another and collaborate with one another."

But I take issue with your concepts of "enemies" and "competition." Granted its idealism, why can't the common enemy be poverty, disease, prejudice, and the competition be for better ways to cope with man's ills. This may be difficult for political systems, but should it be so difficult for educational systems? I have never attended Olympic Games but my impression from local intercollegiate and amateur track meets is that in athletic events where the competition is in human capacity and the "enemy" or challenge lies in creating new World Records, competitors coach and help each other to assault the record barriers, even while attempting to best each other.

In the realm of Behavioral Science I turn to the Sheriff's studies in conflict resolution where a super-ordinate goal important to both parties but impossible of attainment by either one without collaboration and cooperation with the other, appeared most efficacious. You can claim that in essence both parties to the initial conflict have now merged into one system and I would possibly agree. But I think these could be temporary systems with temporary boundaries and the permeability of the boundaries would be directly proportional to the transiency of the systems.

Although I recognize the precarious state of Adult Education in California as described in the article you mentioned: Burton R. Clark, "Organizational adaptation and precarious values: a case study of (adult education in California) Am.Sociol.Rev. (June 1956) 21:327-336, I only accept that as fact not as inevitability; i.e., I think that status exists only because of the current assumptions and political realities. But that does not prove to me that taxpayers or legislatures inevitably would refuse to fund programs with no long range goal other than meeting immediate avocational needs or hobby interests of their present clientele. And I'm not convinced that such a simple goal isn't worthwhile maintaining.

You cite the noteworthy educational "institutions" of Oxford, Harvard and the Sorbonne as prototypes of boundary maintenance, preserving distinctive identities over long periods of time. "...so stable is their self-maintenance that they are recurrently attacked for failing to change in changed circumstances and for failing to do their duties for the larger community. And these organizations are infused with value, value for themselves, as much as, or more than, for what they can do."

I don't know whether you would consider yourself a conservative existentialist and me as a radical utilitarian but I would "recurrently attack" these institutions for the same reasons. I feel that being infused with too much value can be dysfunctional. I suspect there is disproportionate valuation and these prestigious institutions are overvalued while others are undervalued, with concomitant costs to humanity; in terms on one hand of futile pursuit of the Holy Grail, for those who can't gain entry, and on the other, inflated invalid egos and status among many products of these overvalued institutions. Although no school systems may be institutionalized to the degree of Oxford, Harvard or the Sorbonne, perhaps Scarsdale, Winnetka, and and Newton are public school equivalents with similar liabilities of overvaluation.

I'm not at all sure I would want school systems to be institutionalized to the degree of the prestigious universities. I don't think that is their function. I think perhaps their greatest virtues in a democracy are that they "can exercise practically no choice in their selection of students. (and that) Students move through the systems so quickly, and are so little involved with them, that it might be impossible to transmit any distinctive values of a school to them." I might even go so far as to recommend that schools become interchangeable components in larger systems, not valued in themselves, although I'll have to give that further thought. I think I see public school systems as tools of society which if not self-renewing will be dispensed with and perhaps should be replaced by the Military, Job Corps, business and industry in-service training programs, etc., although I bear an intrinsic distrust of the military.

I'm not sure a system itself necessarily has to be infused with value in order to infuse value in its members. Conversely, I'm not sure how effectively the values of the prestigious universities are infused in their students. I would suspect that the reason students attend them is because these students already share many of the institution's values.

A meta-value which I would like to see education infused with is that of helping students generate their own values by exploiting what education has to contribute to their evolving values, rather than youth generating values in rebellion or defiance of the system. Yet paradoxically one contribution the establishment makes is providing the structure against which succeeding generations can rebel, as indicated in my analogical tack to sailing mentioned earlier. However, perhaps they can fulfill that role more effectively than they are. This, to me, constitutes the major challenge to education today.

APPENDIX IV.

# SELF RENEWAL IN SCHOOLS: SOME CONCEPTS AND AN EXAMPLE

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## ABSTRACT

What are the characteristics of a self-renewing school system? What change strategies will help school systems be more self-renewing?

This paper explores alternative ways of defining self-renewal and describes one example of a change strategy designed to increase the problem-solving ability of teachers and administrators.

During the spring of 1966, two three-day residential workshops of 21 teachers, 25 principals, and 26 other school administrators from Old City worked on improving their interpersonal relations while learning new skills of problem-solving. The workshops were designed to help the participants scan the major problems facing the system, to diagnose problems using force field techniques, to invent alternative solutions and to plan for future action. In order to support problem solving activities, efforts were made to help groups build interpersonal process norms of collaboration, inquiry and openness.

Immediate results of the workshop led to the creation and development of five task forces to continue working on the major problems identified.

Later, as a way of improving communication downward and as a way of being responsive to the recommendations developed by the task forces, a superintendent's cabinet, composed of the superintendent and his three assistants, was created.

More durable results are in evidence in the form of a special role to help coordinate special services and in the development of a school system steering committee composed of representatives from every level of the system. This steering committee now scans the system for problems and makes recommendations to the superintendent and his cabinet regarding the problems identified. The task forces and the steering committee have worked on such problems as teacher morale, racial imbalance, installation of a new reading program, teacher attitudes toward "difficult" schools, and communication difficulties between administration and the teaching staff. This paper reports progress which has been made on these and other problems.

Data collection methods included paper and pencil instruments, tape recordings of the problem-solving groups and records of the actions taken upon recommendations of the task forces.

Increasing the problem-solving abilities of key groups, coupled with work on improving the interpersonal processes which support problem solving are seen as central aspects of self-renewal in school systems.

## I STRATEGY FOR SELF-RENEWAL

### INTRODUCTION

The term "self-renewal" has usually been applied to individual growth. What does self-renewal mean when applied to a large school system? Efforts are described here which attempt to set the process of self-renewal in motion; and some data are presented to describe the results.

Seven concepts, basic to self-renewal, are first described. Each concept suggests an hypothesis to be tested.

## II STRATEGY FOR SELF-RENEWAL

### A. SELF-RENEWAL

Renewal signifies more than good quality operation; it implies more than occasional innovation. Renewal is a continuing process by which needs are sensed and diagnosed; good solutions are invented, tested, introduced and evaluated.

Self-renewal implies initiation from within, as well as responsiveness to external pressures. It is analogous in a school system to self-actualization in an individual. In a self-renewing system, participants are continuously becoming and the system is continuously improving.

### B. CLIMATE OF MUTUAL TRUST

Most persons in most social systems interact customarily only at the superficial level of collaborative role performance. This can continue, even though beneath the surface-behavior, there smolder mistrust, suspicion, anxiety and resentment. Participants under these usual conditions repress and disguise their feelings and defend themselves against exposure. Vital energies are used up in controls and precautions and creativity is stifled. Self-renewal cannot thrive until the climate is altered to encourage: awareness of one's own true feelings, absence of threat from others, openness to change in oneself, empathy with the feelings of others, interest in creative exploration, willingness to expose one's feelings and to take other risks in interpersonal relations. This is the climate of mutual trust.

## C. PROBLEM-SOLVING PROCEDURES

A truthful interpersonal climate is essential, but it is not sufficient to bring organizational self-renewal. School systems need improved procedures for: sensing difficulties; diagnosing problems; inventing possible solutions; deciding among proposals; introducing, evaluating, and modifying innovations. These steps in effective problem-solving need to be understood cognitively, but they need also to be practised to the level of skill.

## D. DATA COLLECTION AND FEED-BACK

Systematic data are needed for sensing where problems exist, for diagnosing the nature of problems identified and to supplement ordinary observation and hearsay. One of the essentials for self-renewal is that the system be able to collect and use important facts about itself.

## E. HUMAN RELATIONS LABORATORIES

A climate of mutual trust and increased skills in problem-solving can best be developed by bringing participants together in a new setting, away from the job; to join in exploration of oneself and one's relationships with others; assisted by a skilled "monitor". In these specially designed "temporary systems" (Miles, 1964) persons can become aware of reactions they have disciplined themselves to ignore;they can discover how their behavior affects others; they can experiment with new behaviors; and can explore personal values and interpersonal relationships. They can build a climate of mutual concern, supportiveness, non-defensiveness, openness and creative self-actualization.

## F. HIERARCHICAL INFLUENCE

In hierarchies of power and prestige, persons at the top exert more influence upon subordinates than they receive from lower levels. Hence it is strategically wise to create the climate of mutual trust and to inculcate improved problem-solving procedures first at the top of the pyramidal structure. This means, for school systems, starting with the superintendent and his cabinet, the school board and the school principals. The attitudes, behaviors and relationships of these officials will be reflected in the teachers, pupils and school-community interactions. It might be easier to get the desired changes lower down in the power structure, but after a time, despite the fact that teachers have considerable autonomy, they will feel constrained by the interpersonal patterns of principals, supervisors, superintendent and board.

### G. STRUCTURE FACILITATES FUNCTION

The structure of most social systems has fostered traditionalism, bureaucracy, and a climate of mistrust. Self-renewal requires changes in the system as well as in the persons. If needs are to be sensed earlier, some scanning apparatus will be needed. If better diagnosis is to be achieved, some persons must be given the relevant data and the time to analyze them. If constructive innovations are to be developed, there must be established channels through which ideas move regularly to implementation If evaluation is to be built into the innovative process, there must be positions serving this function. If the climate of mutual trust is to transfer from the mountain-top experiences in the temporary system to the operations back on the job, the responsibilities of officials, the nature of their relationships, the make-up of committees and the procedures of meetings, must all be re-designed.

## III INITIATING SELF-RENEWAL

"Old City," a community of about 150,000 population, retains few of the families which once gave it historical distinction. About 70% of the children in its elementary schools are non-white. Middle and upper class citizens have moved out to more comfortable suburbs. The school system has not been well-supported; it has operated in traditional ways; many older teachers are frustrated because the pupils today are so different from the well-bred young people who once made teaching a joy.

It is rather a staggering project to try to infuse new life into a system made up of 15 elementary schools, 5 junior high schools, and an immense multi-purpose high school of 4,400 pupils.

The strategy for initiating self-renewal was planned and directed by the New York area unit of COPED. The letters stand for "Cooperative Project in Educational

Development." COPED was instituted by the National Training Laboratories of the N.E.A.; it is financed by the United States Office of Education; it now operates programs of school improvement in Wisconsin, Chicago, Michigan, and Boston, as well as in the New York region.

The first activity for Old City was an off-site workshop for laboratory training, in accord with our hypothesis "E" above. The 75 participants were divided into two sessions with members from all role groups represented in each.

The participants enrolled with no high hopes. "Another set of meetings to go to"; "All talk and no action."

Sensing this low level of aspiration and in order to begin the process of self-study, data were collected to examine what might prevent effective problem solving. The barriers identified in pre-workshop sessions are shown in Appendix I. Both teachers and administrators were clearly troubled about the extent to which they dared to be frank and whether there would be any constructive follow-through on decisions that might be reached. Post-meeting reactions indicated a rise in the level of hope and expectation. Here, then, was the first demonstration that grievances, previously shared only in private, could be openly examined. (Hypothesis D).

The participants were also asked to indicate how important each of the thirty-four problems was. For example, on a scale from 1.0=extremely important to 7.0= not important, the item "Poor public image of our school system in the community" rated 2.5, showing considerable concern, while "Racial imbalance and integration problems" rated 4.5, revealing that this was not seen as much of a problem at present. "Lack of parent interest in school's work" was important (2.4) but "Working relations with the school board" was generally acceptable (4.5).

The data reported to the workshop identified how each problem was regarded by elementary school teachers, secondary school teachers, by principals, directors, central office personnel and guidance counselors. There were some striking differences among role groups. "Procedures in faculty meetings" were seen as a grave problem (2.0) by Jr. High School teachers and by guidance personnel (1.0), but as fairly satisfactory by high school teachers (5.5) and elementary school principals (5.3). "Inadequate building facilities" troubled elementary teachers (2.8) more than high school teachers (4.5). The complete data are in Appendix II.

Each workshop was divided into groups of ten persons each, under the guidance of a trained "monitor." The first task for each group was to explore the data reported.

The procedure by which the groups were formed may be worth a brief comment. Each participant was asked to find a partner with whom he had interactions back on the job and whom he saw as different from himself in important ways. Both partners had to agree that they were rather different and that it would be helpful on the job to improve their understanding of each other. The pair then was placed in one of the five groups; the next pair in the second group; and so on. After each group had been assigned three contrasting pairs, the remainder of the participants joined any group they chose.

The first response to the data was to try to discount them. Some raised objections, "The number of persons in each category is too small to be meaningful", The words in the stems are ambiguous", and 'Some people just like to complain." Others immediately countered, "If five junior high teachers say there are ineffective procedures for teacher selection and screening, then that is a problem.""There is agreement on the really central problems such as, poor public image of school system in the community, and that is the important fact."

As the groups screened the various problems identified by the data and began to select the problems which they wished to work on, the problems underwent considerable redefinition and restructuring. For example, one group took the broad problem, "Inadequate decision-making by administrative group " and transformed it into "The subject matter coordinators in some of the schools have so much difficulty trying to get the principal's permission to do something new that change is impossible." The principals in the same group, however, felt the problem was "coordinators are always wanting us to try new things when they can't justify them educationally and we have to live with their failures." After such personal reports, the group set as its basic task to increase collaboration between principals and subject matter coordinators.

When the major problems had been identified, the participants were called together in a general session to share their findings and to prepare for the next phase in their work.

## DIAGNOSIS

Effective problem-solving (Hypothesis C) calls for special attention to good diagnosis before rushing to propose possible remedies. As an aid to better diagnosis, the staff, in a general session, introduced a procedure, suggested by Kurt Lewin, and commonly known as "force-field analysis." It is assumed that the status quo is stable when the forces pressing for a change are balanced by equal forces opposing the change. For example, one group's problem was "to increase the present level of collaboration between principals and coordinators". Their diagnostic task was to examine the forces already present which were increasing collaboration and the forces which were decreasing collaboration. Increasing forces identified were: sensitivity to the problem, desire to share responsibility, open mindedness, experience, and caliber of personnel. Decreasing forces were: lack of meetings for policy development, too rapid innovations, maintenance of status quo, general lack of clarity regarding role responsibility.

While the forces as stated above may appear to be rather general and lacking incisiveness, the thinking in the group which generated the forces was concrete and personal. The process which lead to "too rapid innovations" as a force was recorded as follows:

> A principal begins, "The problem is that the coordinators are always throwing something new at us. You come into my school and say you want to set up reading clinics and remediation exercises. And all this means is that I have to work out the scheduling problems so that you can meet with some of the kids for a half hour once a week. And once mose, you don't even tell me what a reading clinic is!"
>
> The reading coordinator responds, "I tried to but everytime we have a meeting you end up answering the phone a dozen times or running after some kid and I know damn well you can't do that and learn about reading clinics."

Further exploration between the principal and coordinator led to the realization that the principal felt completely innundated by all the new things that were being "dropped" on him and since there was no recognized way for the coordinator to try out new techniques, he was always forced to "bargain" with the principal. Thus, the group concluded that "too rapid innovations" decreased the chance that coordinators and principals could work out their role responsibilities collaboratively.

Sharing experiences in the group, and later reporting in a general session, helped in the direction of greater frankness and openness (Hypothesis B).

## INVENTING SOLUTIONS

After diagnosis comes the invention of possible solutions. Again, the customary practice of offering a proposal which is then promptly torn to pieces by exposing inadequacies, was altered by inserting a "brainstorming" procedure. In this procedure, participants are urged to say the first thing that comes to mind and to "tag" onto someone else's idea while recording what everyone says without evaluation. Following Lewin's observation that change is less stressful if more attention is given to reducing resistance than to overwhelming it by increased pressure, the brainstorming was directed at decreasing forces opposing the change.

In the group described above, the force "too rapid innovations," was selected; the brainstorming products included" putting an arbitrary time extension on all innovations; insist that all innovations undergo a pilot test; modify the staff organization to permit better processing of innovations; employ a director of research; add part-time helpers to free teachers and others for innovation; give the Federal government some feedback on the negative effects of some of the programs they are pushing; set up a steering committee to work out clearer definitions of role responsibilities related to innovation; and provide space and materials related to innovation.

## PLANNING FOR FOLLOW-UP

As the brainstorming concluded, time was rapidly running out in the three-day workshop. Learning to solve problems more skillfully continues from brainstorming to the weighing of alternatives, to deciding, to making the decision operable, to testing the decision in a pilot study, to evaluating the results. The plan of the workshop was to have each of the task forces close its off-site work with a set of action recommendations and to select one of its members to represent it in a system-wide steering committee which would plan five follow-up meetings. So, upon completion of the brainstorming, the groups spent the last half day developing recommendations for follow-up back in the system. Before leaving,a general session was held called "Show and Tell" in which each group described it's recommendations for continued work.

The elected representatives met briefly just prior to leaving in order to set up meeting times and plans for follow up.

## POST WORKSHOP FOLLOW-UP

At the first meeting back in the school system, the elected steering committee and a member of the staff set up five action targets from the recommendations of the workshops which were worked on in five half day sessions during the remainder of the spring semester. The action targets were: to improve communication and to clarify roles; to integrate the special services; to raise teacher morale; to improve attitudes of teachers and administrators toward inner-city youth; and to improve the public image of the school system. It was also agreed that a final wind-up meeting would be held to act on the final recommendations of the spring task forces.

## END OF WORKSHOP REACTIONS

Immediately following the workshops, participants were given one page questionnaires and asked to indicate to what extent this conference (a) increased your understandings of ways of undertaking change; (b) helped you to initiate or to carry further the planning of change of importance to your school system; and (c) increased teamwork and understanding among you and the others here. Finally, the questionnaire asked: What do you estimate the odds are that you will follow-through on plans initiated here and what do you see as the major forces operating against and toward your following through on initiated plans?

In response to questions a, b, and c, the overwhelming response was that the workshop had contributed a great deal and had increased teamwork considerably. The modal respondent thought that there were about 75 chances out of 100 that plans initiated at the workshop would be carried out. The major forces operating toward carrying out plans were: recognition of the need for change, improved communication, improved personal relationships, creation of a new steering committee, desire and enthusiasm to change. The major forces seen as operating against follow-up of initiated plans were: lack of funds, lack of board member involvement, lack of time, and most often, need for persons who can be freed from other responsibilities to work on plans initiated.

## LONGER TERM EVALUATION

Eight months following the off-site workshop, participants were again asked to complete the problem census instrument. The workshop is only one in a long series of interventions into the operation of the "Old City" school system since the spring of 1966. Causal relationships between any two events cannot be unequivocally traced, which makes exact statistical analysis of changes in the problem census meaningless. However, descriptive analyses are possible and appropriate. Outcomes are briefly described in Appendix III by an official of the "Old City" system.

In the follow-up problem census instrument, all respondents were grouped into the role categories: central office, teachers, elementary principals, directors, junior and senior high principals, assistant principals, and others (which included attendance officers, nurses, psychologists, etc.). The problems which changed most for each group are summarized in Table 1. Principals, elementary, junior and senior high, are notable as groups because they now perceive many problems as more intense than do all other groups. The data suggest that elementary principals, vice principals, teachers, and others perceive some improvement in the system's relationship to the community.

In December, the participants were also asked what they think have been the results of the workshop last spring and subsequent work.

Analysis of the open end responses shows that almost everyone agreed that the workshop was outstanding in its ability to open-up communication between roles, to

## TABLE 1

## MOST EXTREME MEAN CHANGES IN PROBLEM INTENSITIES

| | THE PROBLEM DECREASED MOST IN INTENSITY | THE PROBLEM INCREASED MOST IN INTENSITY |
|---|---|---|
| Central Office (N=4) | Lack of time to get at important aspects of one's job (2.3) * | Racial imbalance; integration problems (-2.7) * |
| Directors (N=6) | Inadequate numbers of staff to supply needed services (2.0) | Racial imbalance; integration problems (-0.8) |
| Principals (N=4) High and Jr. High | Community dissatisfaction with school system policies and operations (2.8) | School system is rigid, stagnated, not innovative (-1.7) |
| Principals (N=12) Elementary | Insufficient or inadequate building facilities (1.5) | Ineffective procedures for teacher selection and screening (-1.0) |
| Vice Principals (N=10) | Poor public image of school system in the community (2.3) | Vandalism (-0.3) |
| Teachers (N=21) | Community dissatisfaction with school system policies and operations (1.7) | Lack of clarity about authority and responsibility (-0.2) |
| Others (N=13) | Community misunderstanding of the school system (1.7) | Arbitrary or too-rapid decisions from above (-1.5) |

---

* Number in parentheses indicate amount of mean change between April and December on a seven-point scale. Positive change indicates greater satisfaction withthe item; negative change means deeper concern about it.

identify problems and to improve teamwork. However, there is just as much agreement that follow-up and implementation of the work started at the conference has been disappointing. The disappointment is felt most keenly by principals. For instance, one indicated, "At this point I don't see any results that are of any significance." Another said, "Too much talk, superficial change." On the other hand, central office staff and directors of special curriculum areas indicate that some important processes are changing. For instance, "Already I see many positive things happening; i.e., improved communication, concern for public image, and a desire for self renewal." The only generalization that seems possible from these open-end statements is that a good start has been made but, some meaningful actions must occur soon or the experience will have been of little value.

## CONCLUSIONS

The immediate reactions after the workshops described in this paper show, quite clearly, that progress was made toward major objectives: to teach people to utilize problem-solving skills and to identify, diagnose and plan for the resolution of their problems. Also, observation and instrumented data demonstrate that during the course of the off-site workshop, people became more open and free with one another, working relationships did improve, and aspirations were raised.

If this had been the only event occurring between consultants and clients, the consultants might well have left with a sense of satisfaction. However, since this was only one intervention in a series designed to help "Old City" be more self-renewing, long run results were seen as more important than immediate results. Longer term descriptive and instrumented data suggest that lasting effects upon the system have been very limited. The recommendation of one task force to create a new role, director of special services, seems to have resulted in significant and durable change. The board was approached to create the new position with the data that were developed in the off-site workshop, the results of the new appointment have led to better coordination of the special services and increased clarification of the role of special service coordinators.

The creation of this new role and the subsequent durable change support Hypothesis F, changes in ways of doing work will be more durable when they are provided for with a durable structure, such as a new role, a new committee, a new communication network.

Finally, while there is very little evidence that the new problem-solving skills learned in the off-site activity have led to continuing use of such skills in the school system, improved climate of trust, and more open communication has resulted in a more effective collaboration between university consultants and the key people in the system. For instance, data from the follow-up task forces show that they wanted the consultants to give them more support and direction. But, instead of this resulting in further misunderstanding between the university staff and the system or even dissolution of the collaborative relationship, the negative feelings were explored and alternative action strategies are presently underway. For instance, every building in the system now has a steering committee designed to identify problems and develop change goals.

All in all, the results led the authors to agree with Leavitt (1965) who, reviewing the experience in industry with workshops like the one described here, concludes that such efforts are "mostly right and mostly insufficient." They are right in that effective organizations need to improve communication, to increase trust and to equalize influence and power in order to be self-renewing but, the off-site techniques are insufficient unless they lead to supporting structural and technological changes. Self-renewal in a school system does not follow from increased skill in problem-solving by individual administrators and teachers. It does not emerge from warmer, more open and cooperative interpersonal relationships. These are steps in the desired direction, but they come to fruition as self-renewal only when the design and operation of the organization reinforces the creativity of individuals and groups within it.

# REFERENCES

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Old City

## RECORD I.

### REPORTS OF BARRIERS BY ADMINISTRATORS

1. Do not continue to separate teachers and administrators; we need cross-role interaction

2. There is lack of understanding across role groups.

3. Personal Orientation -- low expectations --- what follow-up?
   -- axe-grinding

4. Will we be able to put into effect procedures developed at the workshops?
   ---- Communication problems
   ---- Need for planning

5. Will anything be different back home?
   ---- Can I be frank back home?
   ---- Can we get together back home?

6. Central Office comments are seen as orders.
   ---- Central Office feels defensive about its procedures.

7. Central Office gives more support to well known others.
   ---- Central Office typically communicates with those who agree with its policy.
   ---- Central Office walls off problems which seem big.
   ---- Central Office has no board of education or mayor attending the workshops.

8. How can we be open about own feelings?
   ---- Without hurting and still be honest?
   ---- We need re-education on the process of communicating our content?

### REPORTS OF BARRIERS BY TEACHERS

1. The present groupings, which are elementary, junior and senior high, are too homogeneous.

2. Lack of authentic communication across role groups (3 different groups).

3. Personality conflicts and individual domination.

4. Contrasting expectations for the workshops; i.e., traditionalism vs. progressivism, and the special child vs. the average child.

5. Apathy and defeatism.

6. Hidden agenda --- such as griping, axe-grinding, etc.

7. Fear of starting conflict and being identified with a dangerous topic. Also, fear of initiating that which will be seen as unimportant.

8. Lack of adequate follow-up plans.
9. Lack of clarity about own and other's roles.
10. Not clear about purpose of workshops.

* Note: the lower the mean,
the more intense the
problem is perceived
to be.

## RECORD II.

## OLD CITY QUESTIONNAIRE RESULTS

| | Elem. Teacher N=14 | J.H.S. Teacher N=5 | S.H.S. Teacher N=2 | Total Teacher Mean N=21 | Vice-Princ. N=10 | Elem. Prin. N=12 | H.S. Prin. N=4 | Direct-or N=6 | Central Office | Under Psychol. N=2 | Other N=11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Lack of needed equipment and materials. | 3.3* | 2.8 | 4.5 | 3.3 | 2.9 | 3.4 | 3.7 | 2.7 | 3.3 | 3.5 | 2.4 |
| b. Inadequate decision-making by administrative group. | 3.1 | 2.8 | 5.5 | 3.2 | 3.8 | 3.4 | 4.8 | 3.5 | 4.0 | 3.0 | 3.6 |
| c. Lack of time to get at important aspects of one's job. | 3.3 | 3.6 | 4.0 | 3.4 | 2.8 | 2.5 | 4.2 | 3.3 | 3.0 | 5.0 | 3.3 |
| d. Conflict and hostility between groups or individuals. | 3.9 | 3.6 | 4.5 | 3.9 | 4.1 | 4.6 | 5.2 | 4.2 | 5.0 | 1.0 | 3.5 |
| e. Apprehension and mistrust in the system. | 4.2 | 2.6 | 5.5 | 3.9 | 4.1 | 4.7 | 5.3 | 3.8 | 4.3 | 3.5 | 4.2 |
| f. Ineffective procedures in faculty meetings. | 4.1 | 2.0 | 5.5 | 3.7 | 4.0 | 5.3 | 3.3 | 4.2 | 4.0 | 1.0 | 4.4 |
| g. Poor public image of school system in the community. | 2.7 | 2.4 | 2.0 | 2.6 | 2.7 | 3.4 | 2.8 | 3.8 | 1.3 | 1.5 | 2.7 |
| h. Inadequate or outmoded curriculum. | 4.0 | 2.6 | 5.0 | 3.8 | 3.2 | 3.0 | 3.8 | 4.2 | 3.0 | 2.5 | 4.0 |
| i. Inadequate supervision and assistance for teachers. | 3.3 | 3.0 | 5.0 | 3.4 | 3.2 | 3.2 | 3.2 | 2.3 | 2.0 | 3.5 | 3.3 |
| j. Racial imbalance; integration problems. | 4.9 | 3.2 | 3.5 | 4.4 | 5.6 | 3.8 | 4.5 | 4.8 | 4.7 | 5.5 | 5.0 |
| k. Excessive clerical or other non-professional work required in one's job. | 3.0 | 2.8 | 3.0 | 3.0 | 3.1 | 2.8 | 4.2 | 3.7 | 4.0 | 6.0 | 4.0 |

## QUESTIONNAIRE RESULTS

| | Elem. Teacher N=14 | J.H.S. Teacher N=5 | S.H.S. Teacher N=2 | Teacher Mean N=21 | Vice Princ. N=10 | Elem. Prin. N=12 | H.S. Prin. N=4 | Director N=6 | Central Office N=3 | Under Psychol. N=2 | Other N=11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| l. Ineffective procedures for teacher selection and screening. | 3.1 | 2.6 | 4.0 | 3.1 | 3.0 | 3.3 | 3.5 | 3.5 | 4.0 | 5.5 | 2.8 |
| m. Community misunderstanding of the school system. | 2.8 | 2.8 | 2.0 | 2.7 | 3.2 | 3.2 | 3.0 | 3.3 | 3.3 | 3.0 | 2.4 |
| n. Insufficient or inadequate building facilities. | 2.8 | 3.0 | 4.5 | 3.0 | 3.4 | 3.7 | 3.0 | 3.0 | 3.0 | 4.0 | 3.2 |
| o. Lack of clarity about authority and responsibility | 4.4 | 3.4 | 5.5 | 4.3 | 4.2 | 4.0 | 5.2 | 4.7 | 4.0 | 4.5 | 3.2 |
| p. Community dissatisfaction with school system policies and operations. | 3.2 | 3.0 | 3.5 | 4.2 | 4.2 | 4.1 | 3.5 | 3.2 | 4.0 | 5.0 | 4.5 |
| q. Arbitrary or too-rapid decisions from above. | 3.8 | 3.4 | 3.5 | 3.7 | 4.2 | 4.2 | 4.5 | 3.7 | 5.0 | 5.5 | 4.8 |
| r. Ineffective classroom procedures | 3.9 | 2.6 | 4.5 | 3.6 | 3.0 | 4.0 | 3.8 | 2.3 | 1.7 | 3.5 | 2.9 |
| s. Tendency to placate community, bow to pressure. | 3.2 | 2.6 | 4.0 | 3.1 | 3.3 | 3.8 | 4.2 | 4.0 | 5.0 | 6.0 | 4.4 |
| t. School system is rigid, stagnated, not innovative. | 4.5 | 3.4 | 5.0 | 4.3 | 5.1 | 4.4 | 6.0 | 4.2 | 4.0 | 3.0 | 5.1 |
| u. Low teacher morale. | 2.9 | 2.4 | 3.5 | 2.8 | 2.6 | 3.5 | 4.2 | 2.8 | 4.0 | 2.0 | 2.4 |
| v. Ineffective policies on classroom grouping of students. | 3.6 | 3.2 | 5.0 | 3.6 | 3.9 | 4.3 | 4.0 | 3.4 | 4.7 | 5.5 | 3.1 |

## QUESTIONNAIRE RESULTS

| | Elem Teacher N=14 | J.H.S. Teacher N=5 | S.H.S. Teacher N=2 | Teacher Mean N=21 | Vice Princ. N=10 | Elem. Prin. N=12 | H.S. Prin. N=4 | Director N=6 | Central Office N=3 | Under Psychol. N=2 | Other N=11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| w. Insufficient recognition for work well done | 3.5 | 3.2 | 4.5 | 3.5 | 4.2 | 4.8 | 4.0 | 4.0 | 3.7 | 4.5 | 3.7 |
| x. Poor relations with parents. | 4.1 | 3.2 | 5.0 | 4.0 | 4.7 | 5.2 | 4.0 | 4.7 | 4.7 | 3.5 | 4.6 |
| y. Lack of clear objectives and goals. | 3.8 | 3.2 | 4.5 | 3.7 | 3.9 | 3.1 | 4.0 | 3.0 | 4.3 | 3.5 | 4.1 |
| z. Mistrust of school board by community | 3.7 | 2.2 | 5.0 | 3.5 | 4.3 | 4.6 | 5.2 | 4.3 | 5.0 | 6.0 | 4.6 |
| aa. Vandalism | 3.4 | 3.4 | 4.0 | 3.4 | 4.2 | 4.2 | 4.2 | 3.3 | 4.7 | 4.5 | 2.8 |
| bb. Inadequate numbers of staff to supply needed services. | 2.8 | 4.4 | 5.5 | 3.4 | 3.5 | 2.5 | 2.8 | 2.5 | 3.3 | 2.5 | 2.3 |
| cc. Poor working relations within school board. | 4.6 | 3.0 | 4.0 | 4.2 | 5.3 | 5.1 | 5.2 | 3.8 | 5.3 | 6.0 | 5.3 |
| dd. Insufficient chances for career advancement and promotion. | 2.9 | 3.8 | 4.5 | 3.3 | 4.6 | 5.2 | 5.0 | 5.0 | 4.3 | 4.0 | 4.7 |
| ee. Ineffective working relationship between central office and principals. | 3.5 | 3.0 | 4.0 | 3.4 | 4.6 | 3.9 | 5.5 | 3.8 | 4.3 | 3.5 | 4.6 |
| ff. Lack of parent interest in school's work. | 2.6 | 2.0 | 2.5 | 2.4 | 2.7 | 2.4 | 2.8 | 3.5 | 3.7 | 2.5 | 2.5 |
| gg. Insufficient follow-through on changes which have been initiated. | 3.1 | 2.4 | 3.0 | 2.9 | 3.5 | 3.1 | 3.8 | 2.5 | 4.3 | 2.0 | 3.8 |

## RECORD III.

COPED Paper
BACKGROUND

### Record of Task Force

The work of the Task Forces began at an away-from-the-job seminar during March, 1966. At this time, twelve groups of administrators, supervisors, and teachers were introduced to a scientific problem solving process.

Working through four steps in the eight-step process, they identified and diagnosed a set of problems which became the objectives for work which was continued in a series of after-school-hour sessions during May and June.

In September, 1966, the group designated as the school system Cabinet, (Superintendent two Assistant Superintendents, and the Secretary-Business Administrator) used the Task Force reports as the basis for their deliberations.

Subsequently, an Advisory Committee was organized to promotecommunication among all levels of personnel and to serve as liason with COPED. The activity of this committee has since been aimed toward planning the steps needed in order to involve in the problem solving process the maximum number of staff persons who can profitably, for themselves and the renewal of the system, be engaged in this scientific project.

### Summary of Task Force Reports

Detailed reports were heard by all conferees on June 8, 1966. A summary of these reports follows here:

TASK FORCE I -- Improving Communications and Clarifying Roles

Problems identified

1. Teachers feel they are not getting enough information about what is going on in other schools and throughout the system.
2. Teachers want more opportunities to be involved in the planning of things.
3. There seems to be some lack of clarity about roles and responsibility.

Recommendations

1. Establish a system-wide steering committee, consisting of representatives from all levels and services.
2. Distribute individual copies of important notices to every member of a school staff.
3. Improve use of bulletin boards in terms of organization, arrangement, color scheme, lettering, size, location, and lighting.
4. Hire a director of public relations who would be responsible for the dissemination of information to the school staff and to the community.
5. Distribute to schools, for posting, minutes of administrative meetings called by the Superintendent. (Restricted information, of course, would be omitted.)
6. Issue a copy of the school budget to teacher organizations, etc. for their use after such budget has been approved by the Board of School Estimates, or possibly after approval by the Board of Education.

Follow-up Action

All of the above recommendations relate to Problem 1. Problem 2 and Problem 3 were not pursued to the "inventing" step (Step 4). Solutions to recommendations 1, 2, 3 have been found. The problem of communication has had wide airing in Cabinet and Advisory Committee and Task Forces have been set-up in each building.

TASK FORCE II -- Special Services

Projects Proposed

1. Clarify the role description and develop a better understanding of the working relationship in Special Services.

2. Establish a more effective team approach and working conditions among Special Services.

Recommendations

1. Prepare descriptions of all roles and present them to principals.

2. Establish on-going in-service programs related to Special Services involving staff members in several schools.

3. Establish a more effective team approach and working conditions among Special Services by
   ----- expanding staffs
   ----- providing adequate facilities
   ----- establishing an inter-disciplinary program among Special Services

4. Institute an effective organization to strengthen the team approach among Special Services.

Follow-up Action

A director of Spedial Services has enabled substantial action to be taken toward carrying out recommendations 2, 3, and 4. Further action is contemplated. Implementation of recommendation 1 is in a first stage.

TASK FORCE III -- Teacher Morale

Factors Identified as Having Greater or Lesser Bearing on Staff Morale

A. Salary
B. Class load
C. Type of student
D. Opportunity for advancement
E. Relationship with principals, supervisors
F. Clerical facilities for teachers -- ditto machines, etc.
G. Relationship with other teachers
H. Cooperation of other teachers
I. Help received with discipline problems
J. Adequate supplies and equipment
K. Adequate books
L. Adequate visual aids
M. Different attitude of teachers in enforcement of regulations

Follow-up Action

Lengthy deliberation of the report by Superintendent's Advisory Committee. The results of these deliberations are detailed in Report of Advisory Committee Session of October 26 and 27. This problem has been thought of as one which might become the focus for the contemplated massive involvement of staff.

TASK FORCE IV -- Developing Understanding of the Inner-City Child

Recommendations

1. In-depth study in one elementary school over a three-year period.

2. Cluster institutes for teachers of grades 7 and 10 during the current year.

3. Administration seminars during the current year.

Follow-up Action

1. Foundation money is being sought to support # 1 above.

2. Plans are under way to fuse numbers 2 and 3 above into an in-service series, March-May, 1967.

TASK FORCE V -- Public Image

Problems Identified

1. Where should maximum effort be placed to improve the public image?

2. What is the school's weakest link in the creation of a good public image?

Recommendations

1. Continuation of existing good efforts which are detailed in full report.

2. More advantageous use of
    a. Newspapers
    b. Exhibits out of schools
    c. Maintenance of resource files

Follow-up Action

Extensive deliberation of public image problem by Cabinet at Morristown meeting, September 25,26,27, out of which grew plans for keeping this on Cabinet agenda for long-range work.

APPENDIX V.

Paul Buchanan

## INTERVENTION REPORT NO. VI

## TRENTON LEADERSHIP-TRAINING WORKSHOPS

(Editorial note: The research methods of NYC COPED involve three types of studies:

A. Short-range clinical effects, or reports on specific interventions
B. Longer-run effects of interventions, based on examination of core instruments and on documentation.
C. Studies of correlates of organization effectiveness.

This paper is of Type A, and pertains to the 6th intervention in Trenton (thus the number). Papers of this sort can be used as parts of the case study which provide bases for the Type B study, and some of them might be re-worked as publishable reports on interventions which we think are worth disseminating. Incidentally, I think there is a need for a Type D report which would highlight some of the strategical and tactical problems we encounter in implementing our general strategy of self-renewal. The format of the present study is contained in my memo of January 13,1967.)

### I PLACE OF THE INTERVENTION IN THE GENERAL STRATEGY

The approach to self-renewal worked out by the Advisory Committee in "Old City" identified the school building in the case of elementary and junior high schools, and departments in the high school (each of which is referred to hereafter as "building."), as the "focal" units for change and systematic problem-solving as the major activity. In addition, existing committees, such as the district-wide curriculum committee and existing functional units (such as the special service staff) were to become "focal" units for self-renewal. (Special service staff attached to central office.)

It was anticipated that building level activities would reflect the behavior of the Cabinet (superintendent and assistant superintendents ) and the Board, and the relationships between Central Office personnel and principals. Thus, in many cases action identified by the building teams was expected to require changes and resources which would be provided only by higher levels. To make provision for these expectancies, all professional personnel from the central office were to take part in the workshops for building leader-teams (to be described below); problem-sensing meetings of principals and the superintendent; and of the business manager and representative principals were planned; and both principals and teacher members of the leadership teams were encouraged to keep members of the Advisory Committee informed of barriers encountered in the building work so that the Advisory Committee could continuously consider and work out actions regarding "what is needed to facilitate the self-renewal efforts of buildings."

One of the objectives of the Advisory Committee was to facilitate involvement of all professional staff in the operation of the school system. To implement this, the Committee decided to arrange for each building faculty to select at least one teacher (and in the case of larger faculties about one for every 20 teachers) to work with the building administrative staff -- the principal or the department head where there were no other administrators, and the principal, the assistant principals and the administrative assistant in the larger schools -- to form a building "COPED leader team" to plan and carry out the problem-solving work in each building.

In order to launch the building work, two facilitating steps were planned: to hold meetings with all professional staff to familiarize them with the COPED or self-renewal concept; and to conduct workshops to help the leadership teams "gear-up" for their work. The orientation meetings will be described in Report No. V; it is sufficient here to indicate that the specific objectives of those meetings were to inform the whole staff about the approach being taken (i.e., building focus of systematic problem-solving, leader team of administrator(s) and teacher(s) and the plan for the workshops), to enable faculties to select teacher representatives, to familiarize them with the concept of COPED, and to generate some enthusiasm for the idea. The workshops consisted of two phases: a two-day off-the-job training session, and a two-hour meeting of each building leadership team to formulate specific plans, based upon their learnings from the training sessions.

We turn now to a description of these workshops.

## II RATIONALE OF THE WORKSHOP DESIGN

The school system in "Old City" consists of one very large high school of ten departments; five junior high schools, three of which also have elementary classes (K thru 9); 15 elementary (K-6) schools; and approximately 30 central office professionals. Thus the number of people involved in itself suggested the advisability of forming more than one grouping for the workshop. Initially, plans were made to conduct one workshop for administrators and then one for teachers, the assumption being that the problems which the two groups would encounter in the building work would be different, and that it would be desirable to provide opportunity for principals and central office personnel to identify and work-out some anticipated problems without this being complicated by the presence of teachers. But because of the difficulties of having all administrators away at the same time, and of findings enough substitutes for all the teachers* at one time, it was decided to have two workshops, each including half the members from each role group. Thus, two two-day sessions were scheduled, to be held at a nearby motel with meetings beginning at 8:30 and ending at 4:30 -- and with participants returning home after each day's meetings. There were around 55 participants in each session. COPED arranged for a staff of 6 (and for 3 observers or documentarians). Again, to simplify the logistics within the larger buildings, the decision was to have half the leader team members from each to attend the first two-day session and the other half the second one. The final plan, then, called for one two-day session to be held Monday and Tuesday, the other on Wednesday and Thursday, and 2-hour meetings of each whole team the following week.

As noted above, these workshops were planned for the explicit purpose of preparing leadership teams to conduct systematic problem-solving which would constitute self-renewal within buildings and departments. This fact, together with some information obtained from our previous work with "Old City" led the staff to formulate the following expectations relevant to planning the workshops:

1 -- Participants would come to the workshops with relatively little enthusiasm, and in the case of many, with negative feelings toward COPED. In addition to the general lethargy regarding change programs (which you will see below), the data-gathering which had been the first contact by many teachers with the project had generated negativism; and then the fact that the task force recommendations which were seen as most important to teachers (the one on teacher morale and the one on "Problems of the 'Inner-City Child") had not been followed up expeditiously gave them no reason to believe anything would come of this activity. And finally, people at lower levels in the organization had little evidence that the Cabinet members had made sufficient changes in their own operations to generate enthusiasm about the COPED project.

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* That is, teacher representatives.

2 -- Both principals and teachers would tend to see the "self-renewal" efforts as "another activity begun by outsiders which goes nowhere."

3 -- All building personnel would tend to "understand" the self-renewal effort by conceptualizing it as something with which they were already familiar -- in this case, as "regular faculty meetings". (See Sarason, 1967 for the difference between "change" and "innovation", and regarding the impact of previous change attempts and attitudes toward another one, p. 229)

4 -- The idea of forming administrators and teacher-representatives into leadership-teams would cause many to be uneasy about sharing influence -- principals would view this as a threat to their "prerogatives", and teachers would be both hesitant to take on the role of leadership and pessimistic about their being able to exert any influence.

5 -- The plan involved coercion of the principals by the Cabinet -- they had no choice about participating.

6 -- The shortness of time (two days) placed limits upon the opportunity to make the kinds of changes in relationships, views, and skills which are required in order that improved work would be done by the building groups. Thus, the staff would be tempted to work on relations and viewpoints with inadequate time to reach the "critical mass" where there would be breakthrough.

7 -- On the positive side, realization, by the participants, that the building meetings were confronting them was likely to motivate them to get what they could from the workshops.

8 -- Participants from all roles involved were present, and thus constituted a positive force.

The design decision was to focus the workshop explicitly upon preparation for the building work, then bring in process analysis, theory, and skill practice around issues identified by the participants as ones they would likely encounter. We wanted it to be apparent to the staff and to the participants how each activity in the design was relevant to building work; but we also wanted each staff member to be imaginative in utilizing exercises, lecturettes, etc. to enrich the learning. (To facilitate this, the staff, during its planning, identified 16 skills which the building team leaders would be likely to need, and they "brainstormed" about ways such skills could be developed in the workshop format.) On this basis, we identified (and distributed to participants at the opening session) the following statement of goals:

## A STATEMENT OF GOALS

BY THE END OF THIS WORKSHOP, WE HOPE YOU WILL:

1. Be clear regarding the purposes of COPED and the place of building/department work within these purposes.

2. Be clear regarding responsibilities of the building/department leadership teams.

3. Have some alternatives for ways each leadership team can work with its staff group.

4. Have some clear expectations regarding problems likely to be encountered in building/department work.

5. Have developed some of the leadership skills required to carry-out building/department level work.

6. Have developed relations across role groups which will facilitate effective COPED work.

7. Be ready for next week's meetings of each TOTAL building/department LEADERSHIP TEAM.

In terms of our statement of COPED strategy, we planned to make the following "inputs" (interventions) in order to accomplish the designated "outcomes":

| Interventions | Expected outcomes |
|---|---|
| 1. New temporary structures | 1. Increased motivation |
| 2. Aid in problem-solving | 2. Increased problem-solving effectiveness |
| 3. Teaching new concepts | 3. Greater distribution of influence |
| 4. Analysis of process | 4. Increased trust across roles |
| | 5. Increased clarity regarding roles |
| | 6. Shift from legal and coercive toward referent (?) and informational bases of influence |
| | 7. Increased effectiveness in communicating |
| | 8. Formation of new roles |

## III DESIGN AND CONDUCT OF THE WORKSHOPS

As it turned out, the weather played an important part in the workshops. A blizzard during the first day of the first one caused a cancellation of all activities for the rest of the week -- and it was not possible to find another open date until six weeks later. Given the additional time to plan, and to analyse the results from the first day, several chagges were made in the design.

A. First workshop

The staff of the first workshop developed the following goals:

-- help participants to use data to diagnose
-- improve leadership skills needed for building meetings
-- increase partipants' feeling that they could influence
   the school system -- develop a CAN-DO syndrome

At the opening session, the goals for the workshop were described, and activities for the day were set in the context of the concept of COPED. Then, a consolidated list of the "helps and hindrances" which had been identified in the orientation sessions were distributed, and cross-section groups were set up with the task of diagnosing (identifying) problems which merit attention by the building teams. These groups then worked for 75 minutes. Next, in a short general session, participants were asked to meet in role groups and to formulate characterizations of themselves and of each of the other role groups: "How you see your own role group, how you see others, how you think others see you" -- and to be as imaginative as possible, thinking in terms of literary figures, animals, historical figures, etc. These groups then met until lunch (or for about 1¼ hour).

After lunch, there was a 45 minute general session at which the newsprints displaying the way each role group had characterized itself and other groups were posted and discussed. Next, cross-section groups were asked to meet again to consider "What kind of information do I emit that might cause people in other role groups to characterize me and my role group as they did?" These meetings were for one hour. Following coffee, there was another brief general session in which participants were asked to meet by "clusters" to consider the events of the day, and explore their relevancy for planning their building meetings. These groups met for 45 min. at which time a general session was held and participants were asked for suggestions regarding the plan for the next day. Post-meeting reaction forms were administered and collected.

The second day was opened by the superintendent, who made some comments bridging from the first day (which was six weeks past). Attention was called to the statement of goals (see pages 3-4) which had been distributed, then all participants other than principals and central office staff were asked to form role groups to identify problems they anticipate in carrying out their leadership jobs in buildings, and what they might do about such problems. During the same time period, principals and central office staff met in two groups, each consisting of half principals and half central office, their purpose being to explore further their relationships, buildings on the information which they had generated at the previous meeting. After working for 50 minutes, they met in general session to share the problems they had identified.

Following the coffee break, all participants met in general session where some problems each leader team would be likely to encounter were mentioned and discussed; then cross-section groups were set up with the task of working out ways leader teams might cope with these problems. The general session lasted about 20 minutes and the cross-section group discussions 25 minutes.

The cross-section groups continued with the purpose being for the staff member to suggest ways of using survey data in building problem-solving, then for the group to continue thinking through ways of coping with anticipated problems. At 4:00, there was a general closing session during which FMR's were filled out and collected.

A staff member responded to any questions the participants wished to ask. A brief summary of the FMR results was given, and the meeting ended with the staff member making some general observations regarding the progress of the COPED project as reflected by this meeting.

B. Second Workshop

As has been mentioned, planning for the second workshop benefitted from feedback from the first day of the first one -- and weather did not interfere with carrying out the two consecutive-days sequence. The design was as follows:

8:45 - 9:15 General Session -- Orientation
1. Place of this workshop in the COPED project
2. What is to follow the workshop
3. Objectives of this workshop (statement of goals was distributed and reviewed)
4. Cross-sectional groups set-up, and their task assigned.

| | |
|---|---|
| 9:15 - 10:30 | Cross-sectional groups<br>Task: (See # 4 of workshop goals) -- identify problems which building/department teams are likely to encounter<br>Method: Divide each group into halves; have one sub-group role-play the planning of the first building meeting of a school of 50 teachers, while the other sub-group observes and makes notes of problems the working group encounters. Then, reverse roles after 15 minutes. Then, pull-out from the observations, and list, on wall charts, the problems identified. |
| 10:30 - 10:45 | Break |
| 10:45 - 11:30 | General Session -- Review wall charts and identify the most central problems anticipated and skills required, to form agenda for cross-sectional groups. |
| 11:30 - 12:30 | Cross-sectional groups<br>Task: Begin formulating possible ways of coping with the problems identified during the general session. |
| 12:45 - 1:45 | Lunch |
| 1:45 - 2:45 | Cross-sectional groups, continued<br>Task: Same as before |
| 2:45 - 3:15 | General Session: Lecture on leadership styles and bases of influence |
| 3:15 - 3:45 | Cross-sectional groups<br>Task: To examine leadership styles of members as displayed during the day, using lecture as source of styles. |
| 3:45 - 4:00 | Break |
| 4:00 - 4:30 | General Session<br>Administer PMRs<br>Respond to any questions participants raise<br>Obtain suggestions for planning the next day |

Second day

| | |
|---|---|
| 8:30 - 9:15 | General Session<br>Lecturette on "Role group relations as a Factor in Self-Renewal"<br>Assign task to role groups |
| 9:15 - 10:15 | Role groups<br>Task: What problems/difficulties did you encounter in the work groups yesterday, and what problems/difficulties do you anticipate in working as a member of your unit leadership team due to the role you occupy? |
| 10:15 - 10:30 | Break |
| 10:30 - 12:00 | Cross-sectional groups<br>Task: Share what each role group identified as problems it anticipated; consider what might be done about them; then, as time permits, resume work on original list of anticipated problems. |

| | |
|---|---|
| 12:00 - 12:30 | General Session<br>Lecture: "Some frequently-displayed theories of communication" |
| 12:45 - 1:45 | Lunch |
| 1:45 - 2:15 | General Session<br>Demonstration of feedback between role-groups |
| 2:15 - 3:45 | Cross-sectional groups<br>Task: Continue previous work |
| 3:45 - 4:00 | Break |
| 4:00 - 4:30 | General Session<br>Complete FMRs<br>Lecturette: "Answers which this workshop has provided to the Question, 'What is COPED?' "<br>Summary of FMR results |

### C. Some Vignettes which give the flavor of the workshops

One of the more impactful events during the first day of the first workshop was the sharing of impressions of self and others by the role groups. As expected, the groups reacted differently to the initial assignment:

> "Open and for the most part fun for the teachers, closed, quiet, and rather boring for the department heads"; "group was hung-up, I think, on the fact that they are essentially principal's lackeys and errand boys but there was no working of this issue";"at first, a lot of laughing and quickness in making creative charaterizations. After a half hour, they stopped short and wanted not to present them (in the general session). I urged them to show it. We talked in general for the last half hour; got out a lot of hostility and then felt guilty about it..."

Then,during the general session, sharing there was "some shock, embarrassment -- little or no real confrontation." But when asked for suggestions for the next day, the superintendent proposed that more work be done about role group relations.

During the second day of the first workshop, two group leaders arranged for each of their groups to select three people as a team to role play the first meeting with a faculty, with the remainder of the other group playing the parts of faculty. Another staff member divided his group into thirds and suggested that each plan the opening meeting with a (simulated) faculty, then the three groups described and obtained reactions of the others to their proposal. (This group thought enough of their products that they reproduced and distributed them to all the participants.)

### D. Building leadership-team Planning Meetings

As soon as it was possible after the workshops, all members of the leadership team of each building met to make specific plans for working with their staff. Both to make it feasible for a COPED-university staff person to assist, and to build on the idea of building clusters (see Report No. V. on the orientation meetings), these meetings were held by junior high - elementary clusters; i.e., teams from a junior high and the adjacent elementary schools met together, with the high school with its 10 departments forming a cluster.

While there was some variation among the six meetings (they were conducted by different COPED staff people), the general design was as follows: The steps in problem-solving and a list of the major problems which had been identified at the workshops were prepared on newsprint and displayed in the meeting room. The COPED staff person called attention to these, then suggested that each building team meet in different parts of the room to work out its own approaches to each of the problems. He said that he was available if any team thought he could be of help to them, and that at the end of an hour, he would interrupt their work so that any team could ask for help from other teams if they were having difficulty in planning an approach on any of the issues. Following this, teams resumed their individual work until they finished or until the two-hour period was up.

Since it might help the reader to understand the task each team faced, the problems listed on the newsprint are given below:

1. Integrate the two halves of the team
2. Determine the function of the leader-team
   ---- Procedural planners?
   ---- Problem-solvers?
3. Determine where in the problem-solving process to begin work with your total faculty
4. Develop a time-perspective, and realistic objectives
5. Work out times for meetings
   ---- of leader-teams
   ---- of the whole staff
6. Plan the first meeting of total staff
   ---- Objectives (expected outcomes)
   ---- Agenda
   ---- Roles needed: chairman
   recorder
   sub-group discussion leaders
   ---- Materials required

Some general issues

a. How to clarify the idea of COPED to your faculties
b. How to cope with the resistance to COPED
c. How to use resources
   ---- within the building/department faculty
   ---- from Central Office
   ---- from the community
   ---- from COPED university staff
d. How to learn from your own experiences -- and from other teams

## IV. EVALUATION OF THE EFFECTIVENESS OF THE WORKSHOPS

In view of the objectives of these workshops as described in II above, assessment of their effectiveness is appropriately made in terms of three sets of questions:

A. To what degree was the staff successful in making the "inputs" or interventions which it intended to make?

B. To what extent were the "outputs" which were expected actually accomplished?

C. What was learned about the process of change?

(Whether the type of intervention attempted was the kind which was most needed in the general strategy is, of course, a more fundamental issue, but it cannot be answered on the basis of information in this report.)

Information relevant to these questions is available from the following sources:

1 - Post-meeting reaction forms which were completed by all participants during the last activity on each day of the workshops.

2 - Systematic notes which were made by COPED-staff observers. Three observers attended the second day of the first workshop and both days of the second. One observer attended two of the follow-up meetings. In each case, they used a form prepared for the purpose, filling the form out regarding each general session and a sample of the group meetings.

3 - Notes kept by the training staff.

### A. Were the intended interventions made effectively?

1. The first question to be considered is whether the sequence of events with which they were confronted had meaning to the participants. The evidence suggests that this was not the case for many participants in the first day of the first workshop, that it was a problem for still more in the second day of the first workshop, but that this condition was met in the case of most participants in the second workshop. See Table 1.

   Analysis of the responses to the question, "What were the weaknesses in today's meeting?" as given by those who rated the second day of the first workshop as "not productive at all" indicates frequent mention of "talk, no action", "ambiguous", "poor planning", and "poor leadership". Those who rated it "very productive" or "productive" mentioned, in response to the question, "What were its good points?", such comments as "got good ideas about how to conduct the building meetings (mentioned by half the respondents), "frankness and openness of discussion, and good leadership". In contrast, there was little pattern to the "good points" mentioned by those in the second day of the second workshop who rated the meeting "very productive" - they mentioned a variety of things, most of which were various events in the day (such as role playing, lectures, etc.). This information, together with comments noted by the observers and staff, suggest that the connection among the variety of events of the first workshop

TABLE 1 POST MEETING REACTIONS TO THE WORKSHOPS

| | | VERY PRODUCTIVE 1 | | 2 | | 3 | | 4 | | NOT AT ALL PRODUCTIVE 5 | | MEAN RATING |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. | % | No. | % | No. | % | No. | % | No. | % | |
| FIRST WORKSHOP (1st day) | ADMIN. | 2 | 6 | 10 | 30 | 11 | 33 | 10 | 30 | 0 | 0 | 2.9 |
| | TEACHERS | 1 | 4 | 8 | 35 | 6 | 26 | 8 | 35 | 0 | 0 | 2.9 |
| | TOTAL | 3 | 5 | 18 | 32 | 17 | 30 | 18 | 32 | 0 | 0 | 2.9 |
| FIRST WORKSHOP (2nd day) | ADMIN. | 2 | 7 | 12 | 41 | 6 | 21 | 3 | 10 | 6 | 21 | 3.0 |
| | TEACHERS | 2 | 8 | 6 | 25 | 4 | 17 | 6 | 25 | 6 | 25 | 3.3 |
| | TOTAL | 4 | 8 | 18 | 34 | 10 | 19 | 9 | 17 | 12 | 23 | 3.1 |
| SECOND WORKSHOP (1st day) | ADMIN. | 7 | 35 | 7 | 35 | 5 | 25 | 1 | 5 | 0 | 0 | 2.0 |
| | TEACHERS | 0 | 0 | 9 | 47 | 6 | 32 | 3 | 16 | 1 | 5 | 2.8 |
| | TOTAL | 7 | 18 | 16 | 41 | 11 | 28 | 4 | 10 | 1 | 3 | 2.4 |
| SECOND WORKSHOP (2nd day) | ADMIN. | 10 | 45 | 8 | 36 | 2 | 9 | 2 | 9 | 0 | 0 | 1.8 |
| | TEACHERS | 8 | 32 | 12 | 48 | 1 | 4 | 2 | 8 | 2 | 8 | 2.1 |
| | TOTAL | 18 | 38 | 20 | 43 | 3 | 6 | 4 | 9 | 2 | 4 | 2.0 |

did not become clear to many participants while they did in the second workshop.

2. The design called for the introduction of "new temporary systems", the assumption being that experiences working in these would contribute to increased interest and motivation toward self-renewal activity, effect the distribution of influence, etc. (outcomes No. 1, 3, 4, 5, and 8 -- see pages 3-4 above). Evidence indicates that this was effectively done. Each participant worked in cross-role groups, trios or pairs within the groups, and in role groups interacting with other role groups.

3. The design called for aid to participants in problem-solving, (an "input"which was expected to contribute to outcomes No. 1,2,5, 8, and 9). That this was done is indicated by the fact that the major time in the second day of the first and all of the second workshop was spent in problem-sensing, diagnosing, formulating possible alternatives, and exploring the consequences of alternatives regarding the upcoming building-level work. This was the explicit task of the cross-role groups; several of the general sessions involved sharing anticipated problems across groups, and techniques of problem-sensing and dealing with resistance were demonstrated.

4. It was intended that some concepts relevant to the building-level work would be presented. This was accomplished by brief lectures on leadership styles, bases of power, styles of communication, and the idea of self-renewal.

5. The last type of intended "input" or intervention was analysis of process. The amount of time devoted to this was minimal in these workshops compared to a typical laboratory. Since, as part of the design, this was left to each staff member to insert as he saw fit, the amount varied from group to group. Over-all, it appears that this was not a major "input" in these workshops and was not done at all in the two-hour team-planning sessions.

In summary, it appears that the major actual inputs in these workshops were new temporary systems and aid in problem-solving; thus of the outcomes expected by the staff in planning the workshops, those to be expected on the basis of what was actually done in the workshop are the following:

1. Increased motivation and optimism regarding the project
2. Increased problem-solving effectiveness
3. Greater distribution of influence
7. Increased effectiveness in communicating
8. Formation of new roles
9. Development of new plans

### B. Actual"outcomes" from the workshops

One of the best sources of information regarding short-range outcomes from the workshops appears to be the observations of the meetings of a given sub-group on the morning of the first and the afternoon of the second day.

(These are available only regarding the second workshop.) This information is given in Appendix A. A second source are the notes from the person who observed two of the two-hour planning meetings on the week after the workshop. These are presented in Appendix B. A third source is the Post-Meeting Reactions of participants at the end of the second day of each workshop, and these are summarized in Appendix C.

A fourth source of information is the impressions of the staff. At the end of the first workshop, four of the six trainers thought there had been important changes in the attitudes toward the project, that there had been sufficient confrontation of the problems individuals would be facing in carrying on the building level work to provide a glimpse of the potential in such work, and that some viable ideas had been generated for the conduct of effective work. Two trainers felt high frustration in that the initial frustrations and hostility displayed by the participants continued. At the end of the second workshop, the staff all felt that much had been accomplished, in the change of attitudes of the participants toward the project in that important problems such as lack of trust, pessimism, loss of influence by administrators, etc. had been confronted, in the formulation of viable approaches to building work, and in increased understanding of some new ways of approaching problems. (For example, the lecturette on leadership was received enthusiastically by participants, and in the session following it several groups examined their own leadership styles using the concepts provided in the lecturette. And while the exercise on feedback between role groups created tension, there seemed to be some enthusiasm from the fact that some of the more basic problems in the school system were being revealed and confronted.)

Analysis of the information from these four sources indicates that the participants and the staff thought the workshop was more productive than information from the observers would indicate. A large proportion of the participants felt at the end of the second day that the workshop had been very productive (and the shift in the ratings from the first to the second day -- see Table 1) indicates that these ratings were not just politeness or a "halo" effect.). The staff felt that many important problems, such as lack of trust in the relations between superior and subordinates, had been confronted (even thought they were not worked through very well). On the other hand, the observers noted a decrease in problem-solving effectiveness. One possible explanation for this discrepancy is suggested by the conditions under which participants came to the workshop (see page 1); the administrators had no choice about undertaking building level work, many were not clear regarding the purpose of the project, and they had little reason to expect this project to be any different from others they had undertaken and which had "gone nowhere". The teachers and the building administrators came with concerns about how they would be able to work as co-leaders of the building teams. The explanation of the discrepancy in the findings which this suggests is that the partécipants were relieved when they were able to work out some possible and acceptable modus vivendi for working with each other, when they became clearer regarding what building work might be like, and when they generated some possible approaches to building work; but the observers were still correct in their conclusions that as problem-solving the sessions were still ineffective. To the extent that this explanation is accurate, one would expect that many of the building teams would "go through the motions" of working with their staffs, while a few -- which saw the "glimpse of potentiality" from the workshops -- would begin work which included some innovativeness. The notes from the person who observed two building team-planning sessions (see Appendix B) are compatible with this expectation. One group seemed "to go through the motions", while the other was both enthusiastic and imaginative. Furthermore, the impressions of the trainers who met with the various building teams during their two-hour planning meetings were consistent with the impressions of the observer. For example, they noted that one team which consisted of the principal and one teacher had devised a questionnaire which they gave to their faculty as a means of identifying issues the faculty wanted to work on, and they used their building-team meeting time to tabulate and integrate the results, their plan being to report these back to the faculty that week and begin problem-solving. Two teams worked out with the COPED staff means of obtaining data from the COPED instrument package which they could use in their faculty meetings. At the other extreme, some teams seemed to be just going through the motions of planning, their objective appearing to be to meet the superintendent's request that they hold at least one meeting of their faculty.

What does the information presented above convey regarding the extent to which the expected outcomes were attained by the workshop and the two-hour follow-up?

1. The most progress was in the formulation of new roles (outcome # 8): teachers became involved in planning and conducting meetings, and this required a change in the role of the administrative staff. How effective this proves to be is yet to be determined.

2. Progress was also made in the development of new plans for building-level work (outcome # (). So far as was determined, each team did work out plans, and since they involved leader roles for teachers, they were "new". Some also involved the collection of data, and some the utilization of the "core instrument" data, and this was "new".

Both of these outcomes, however, were more a function ofthe design of the self-renewal project than of the workshops as such.

3. The most optimistic interpretation one can make regarding the impact of the workshop itself is that despite the lack of improvement in communication (outcome # 7), distribution of influence (outcome # 3), and problem-solving (outcome # 2) as reported by the observers, these problems were actively confronted -- and a large proportion of the participants felt at the end of the second workshop that the workshop had been productive. In terms of previous experience of the staff, these groups at the end of the workshops were at a point where participants in longer workshops or laboratories typically are the end of two days -- just beginning to see the potential value in confronting some of the issues regarding trust, power, and openness which characterize their work relationships. Thus it is important to maintain this longer perspective in assessing the workshop; the question is whether the (required) follow-up work by the teams -- during which time they did not have COPED staff help, enable them to continue confronting issues of trust, power-distribution, and problem-solving, or if under the pressures of time, they skirted such issues. In line with the observations of the two-hour meetings, the best guess is that a few teams will continue confrontation -- and continuing improvement -- and the majority will "go through the motions", then terminate.

Perhaps, the main criticism of the workshops was the strategy of which they were a part -- to require ,all building administrative staffs to participate, and then to put so much of the success in a 2-day meeting.

## C. Learnings about the process of change in school systems

1. One issue which seemed to emerge during the course of the two workshops was the role of the staff member (trainer). Both the PMRs and the observers' comments indicate that the trainer made considerable difference; and staff discussions during and following the workshops suggest that the important difference was the directness of the trainer in working with the groups: where the trainer was non-directive, and operated much as a T-group leader, the response was very negative -- as was the case especially in the first day of the second workshop. This difference seemed to be independent of the extent to which unfamiliar and process-oriented activities were introduced by the trainer. Where the trainer made explicit the tasks of the session, and where he set forth clear ground rules for the session, the responses appeared to be favorable.

2. The expectations of the staff -- as stated on pp. 2-3 above -- appear to have been highly accurate. Members came with negative attitudes toward COPED, based partly on their having been required to fill out the "core instrument package" earlier with little knowledge as to what was to be done with the results, and with unclear impressions regarding what COPED was all about. Then, the fact that they had seen little come of their earlier work in task forces was a deterrent to enthusiasm. These attitudes were reflected by both groups asking that the idea of COPED be "explained". Then there were many references to the fact that the building-level work was just another name for what they had been doing in their staff meetings.

3. The idea of openly examining the relations and the mutual and self-perceptions of role groups seemed to be new to the participants -- and both a source of enthusiasm and of fear. This suggests an important area for focus in an improvement program.

4. Improvement in problem-solving, especially when participation crosses echelon levels, appears to be much deeded. The tradition of using committees constituted of only teachers, which then make recommendations to administrators, seems to have established a pattern which is not easily broken. (Note the frequency of upward influence noted by the observers, even in a setting where upward influence was strongly encouraged both by the announced purpose, by the group formation, and by the activity of the trainer in the group.)

# RECORD A

## OBSERVERS' NOTES REGARDING MEETINGS OF SUB-GROUPS

During the second workshop, the participants were formed into six cross-section groups which met with the same staff member for a total of 6 times. Each of the three observers met with one of these groups each time, varying their selection of groups in such a way as to observe all groups at least once. Each observer was provided a form on which he entered his observations during and right after the meeting.

In this Appendix, we are presenting the most relevant information from each observer's report of the first two sub-group sessions held on the first day and the last two on the second day. In order to make it possible to trace the "life" of a given group, all information about a given group is indicated by a code.

A. First two meetings observed on the first day, second workshop

Problems on which most time was spent:

* How can COPED be useful to the school?
@ Anticipated problems likely to be encountered in building work
¢ Communecations within building staffs
@ Sensitivity training for dealing with building problems
¢ How to approach issues likely to be met in building work

How adequate was the problem-solving on this issue? (Use a 7-point scale, with 1 being completely inadequate, and 7 completely adequate.)

| | * | @ | ¢ | @ | ¢ | * |
|---|---|---|---|---|---|---|
| Diagnosis | 5 | 7 | 7 | 5 | 7 | 6 |
| Decisions | 1 | 3 | 7 | 5 | 7 | 2 |
| Evaluation | 1 | 7 | 7 | 5 | 7 | 7 |

How adequate was communication?

* Poor. Had primarily to do with ventilation and personal problems
@ Good
¢ Completely adequate (i.e., 7)
@ Relatively adequate
¢ Terrific -- everyone listened to others
* 5. Most of the time, they communicated with each other, but could see administrators sometimes turning-off teachers

Were there examples of upward influence?

4 observers said no, and the other two made no entries.

How adequate was the problem-solving climate?

* Poor
@ Good
¢ "?"
@ Adequate but defensive
¢ Excellent for hypothetical issues, safety devices for personal issues
* Good; group was anxious to give and hear suggestions

RECORD A (contd.)

What were the main outcomes?

* Some personal problems and a great deal of frustratdon about their jobs and COPED were aired.
@ The objectives seemed to be a recognition of problems. They knew the problems and wanted methodology of problem-solving.
¢ (Worked out) basic structure of 1st meeting back at school. Problems to be discussed and means of solving them were established for this afternoon's meetings.
@ A number of communication problems were raised and discussed
¢ The outcome was means of handling leadership roles and sensitivity between principals, teachers, administrators, and students.
* Objective was to offer possible ways of approaching list made up this morning. Many suggestions were offered.

B. Last two meetings on the second day, second workshop

Problems on which most time was spent:

+ Trust
@ Problems of the principal in building meetings
* How to communicate with the whole building staff
¢ How to cope with anticipated problems between leader team and faculty members
* Whether to give feedback to each other
+ Trust

How adequate was the problem-solving on this issue?

| | + | @ | * | ¢ | * | + |
|---|---|---|---|---|---|---|
| Diagnosis | 7 | -- | 5 | 6 | 1 | 4 |
| Decisions | 2 | -- | 4 | 3 | 1 | 1 |
| Evaluation | 7 | -- | -- | 1 | 1 | 4 |

How adequate was communication?

+ Not adequate to the task, but it showed and they got excited and that's the name of the game.
@ Good
* 5 - At many times, it seemed as if no one heard what anyone said
¢ Too many levels
* (no response)
+ Response to comments rarely confronted the actual speaker

Were there examples of upward influence?

Yes - one toward an administrator
(3 no responses)
Yes, toward principal, C.O. person, and department head
(no response)

## RECORD A (contd.)

How adequate was the problem-solving climate?

+ Fair
@ Relaxed, open
* 6. Fairly adequate within each small group
¢ Not good -- too much flight and defensive tactics
* Tense and critical in terms of fault-finding and blame
+ (no response)

What were the main outcomes?

+ Recognition of resistances shown by members and, I think, that a problem of trust exists
@ Session adequately met the design and objectives of the meeting
* It showed much lack of communication; each person stated his role problem. but there was little empathy with the other roles.
¢ (no response)
* Group avoided follow-up on feedback for 7 minutes; during "feedback" the group attempted to solve issues raised rather than analyse feedback; feedback was given through trainer as explanation rather than to person who spoke.
+ (no response)

RECORD B

## OBSERVER'S NOTES REGARDING TWO BUILDING PLANNING MEETINGS

Building X (eight administrators and teachers from a junior high school.)

Describe the procedures and processes which took place.

"Participants spoke in turn,...men yielding to women. The principal became the leader through periodically referring to his power as an administrator, describing himself as a 'status' person, relating incidents in which he invoked sanctions upon teachers, delivering short lectures on financial and higher level administrative aspects of COPED decisions...., and by assigning tasks to the other participants (e.g., 'Girls, why don't you take care of the writing?')."

Were there examples of upward influence?

"Yes. Principal was asked by a teacher to get the superintendent's permission to dismiss school early one day for the COPED meeting. He resisted the idea..., finally condescending to the extent that he would try but he couldn't guarantee anything."

How adequate was the problem-solving?

"Barely adequate."

What were the major norms operating?

"Let everyone say what he has to. What the principal wants, he gets. Make an effort to respond to comments."

How adequate were relationships?

"In general, members seemed to like and trust each other, but not to know each other. In relations between principal and staff, trust was meager."

How satisfied were you with this meeting?

"Not very satisfied -- decisions were made, but not on problem-solving basis. They were the results of the principal's hidden agenda being applied to the outcomes of superficial group discussion."

How satisfied do you think the group was?

"Farily well..."

Building Y (seven administrators and teachers from a junior high school)

Describe the procedures and processes which took place.

"The youngest teacher present was chosen, bu mutual consent..., as recorder. The principal established himself as leader,by requesting one-by-one, those who hadn't spoken to a certain point to do so. Thencefore, he was looked to for leadership by all."

RECORD B (contd.)

How adequate was communication?

"Excellent. Only exception was when quibbling between elementary and junior high groups (mock competition) became interfering. It was quickly stopped, though, by the principal."

Were there examples of upward influence?

"Yes. It seemed that the principal saw himself as a leader and tool of the group, receptive to upward influence."

How adequate was the problem-solving climate?

"Excellent. Problems recognized and faced cooperatively."

What were the major norms operating?

"Be governed by COPED 'philosophy'. Don't vote away problems -- solve them."

How adequate were relationships?

"...good -- mutual liking and trust."

How satisfied were you with this meeting?

"Super-satisfied."

How satisfied do you think the group was?

"Very satisfied -- moreso when questionnaire results were distributed."

# APPENDIX VI.

## SUMMARY REPORT ON

## REGIONAL MEETING WITH SCHOOL PERSONNEL

Arden House, N.Y.
Dec. 16-17 1965

## I. Background and Purposes of the Conference.

The major activities of the first year of COPED are designed "to review, assess, and develop models of planned change relevant to the structure and needs of educational systems." The first step toward these objectives was taken at the October Seminar at Tarrytown when the staffs from all of the COPED centers met to discuss and integrate concepts and strategies suggested by papers which had been prepared for this purpose. Next, the Regional centers utilized the information from the seminar in formulating tentative strategies which they planned to follow in cooperation with selected school systems in their region. The strategy formulated by the NYC team was one of self-renewal, a term connoting that the focus of the planned change was to be on the school system and that the objective was to help the system develop internal processes conducive to effective adaptation to their changing environment. The third step taken by the NYC group was to conduct a conference for school administrators at Arden House which was planned to accomplish the following purposes:

"1. To aid--by means of a systematic diagnostic process--teams from a selected sample of school systems in the metropolitan area in thinking through some problems they face in the process of self-renewal.

2. To discuss, clarify, and test some general concepts which may be helpful in understanding planned change in school systems.

3. To provide the New York COPED staff the opportunity to sense the "flavor" and the concrete reality of the change problems facing local school systems.

4. To build a basis for further contact between COPED staff and local school systems."

## II. Participants

The concept of self-renewal suggested that teams of key persons from a few school systems, rather than individuals from a large number of schools, should be invited to the conference. Accordingly, a ground rule for selection from among the systems which expressed interest in response to our initial inquiry was that the superintendent and three other people from his system come, and that they plan to be present for the whole conference. In deciding which systems to notify of the meeting, effort was made to determine the likelihood that the superintendent would be interested, that the system was one in which there was some potential for effective change, that it was within a 50-mile distance from New York City, and that the superintendent was not expecting to retire within the next 3 years. In the expectation of finding 20 systems which would be interested and able to have a 4-person team attend, letters of inquiry were sent to 90 superintendents. Of these, 65 said they would like to attend the conference. Because of limitations of space and staff, we could accommodate only approximately 85 participants, so selection was made on the basis of geographic balance, diversity of type of school systems, composition of the team which would be attending, and the kind of change the school thought it needed to bring about in order to improve its effectiveness.

As it turned out, there were 20 teams of at least 3 members, the total consisting of 19 superintendents, 11 ass't supt., 8 school board members, 7 teachers, and 40 in other organizational positions. In addition, we invited the person responsible for research and development or for innovation in the State Dept. of Educ. in NY, NJ, and Conn.. So far as was determined, only 3 people who came left before the conference was over.

## III. Design

The meeting began at 3:00 PM on Thursday and ended at the same hour on Friday. We considered this length a minimum for the experience to be meaningful to the participants yet short enough to keep costs of money and time at a minimum.

In opening the conference Dr. Watson gave a background of COPED and its purposes, then described briefly the concept of self-renewal, as follows:

Purpose - development of the school system
Focus - the organization as a system
Direction or objective of change - self-determined (by system members)
Kind of change - self-determined
Help - from an outside change agent
Process of change - systematic problem solving.

He contrasted a typical situation with a self-renewing one as follows:

| Old way | Self-renewing |
|---|---|
| Lagging | Leading |
| Sporadic | Continuous |
| Imposed | Generated |
| Isolated | Integrated |
| Expedient | Designed |

Following this introduction, Miles and Buchanan each presented the most relevant parts of the papers which they had prepared for the Tarrytown conference ("Some P Properties of Schools as Social Systems", and "A Strategy of Change".) These papers were presented in order to provide the particiapnts with the conceptual basis of COPED, and to set the stage for the activities which followed during the conference.

During the remainder of the conference the participants learned about, and applied to their own school systems, a method of problem solving to which they were introduced by the COPED staff. This was approached as follows. A way of breaking down the problem-solving process into steps was suggested in a general session, and then each team (all the people from a school district) was asked to identify and state on a wall chart a problem which concerned their school yet which could be worked on meaningfully at the conference. (The assignment was given to each person in wirtten form). After the teams had worked for about 20 minutes one of the COPED staff intervened and gave a brief description of group process and of a procedure of group observation and feedback. (Observation sheets were also distributed.) Then teams met in pairs, one observing while the other continued work in identifying a problem. The staff member who met with the pair of teams then interrupted their work again and led an analysis by the observing group of how the working team had been making decisions, the effects of status differences in the team, etc.. The purpose of the process observation was (a) to illustrate the idea of process analysis, and (b) to begin developing the effectiveness of each team. This activity continued for the major part of the evening, with teams taking turns as workers and as observers. Before stopping for the evening each team was encouraged to meet without observation in order to complete the task of identifying and specifying a problem.

After a brief sharing of problem statements the following morning (primarily by reading the wall charts which were hung around the room) the concept and procedure of force field analysis was described. Teams then met briefly to identify a critical variable which they thought had to be modified if they were to improve the condition which they had identified as a problem the night before. Then each person was given a form for making a force field analysis, and they were asked to individually make an analysis of forces influencing the critical variable the team members had identified. Forty-five minuees (including coffee) were allowed for this task. Then teams met in pairs, with one team given the assignment (in written form) of integrating its member's individual force field analyses into a joint team diagnosis, and with the other team observing the group's processes. Again, teams changed roles, so that each had a turn at working while being observed, at receiving feedback, and at observing and giving feedback. Before lunch time was provided for teams to complete integration of their individual force field analyses of the critical variable.

Just before lunch there was another brief lecture on the concept of deliberate problem-solving and team development as means to self-renewal. Then each team was asked to meet following lunch to carry their problem solving further by identifying objectives for each change they thought they should make, who else in their school system they would need to involve in the process, what additional information they would need, and how they would proceed. (Forms for preparing these palns were distributed, with a carbon which they were asked to turn in to the staff at the end of the meeting.)

In a closing general session participants were asked to fill out a conference evaluation sheet which was collected and immediately tabulated. The three people from state departments of education gave a brief report on what they learned about, what they might do to optimally facilitate change in local districts, the results from the evaluation questionnaire were reported, and the meeting was adjourned.

IV. Staff.

In addition to the four program directors and the three interns from the NYC region of COPED, 5 graduate students from the participating universities, and a representative from COPED, Boston, took part in conducting the conference in addition to providing assistance in the conduct of the conference, This made it possible for the interns and students to see in action some of the concepts of planned change. Immediately following the conference this gropp met to share impressions regarding the conference and especially regarding the response of the individual teams to process analysis and feedback. This information was later taken into account in deciding which school systems the COPED staff wished to work with on a long-range basis.

V. Results.

The information available will be related to the four purposes of the conference:

1. To aid teams in thinking through some problems they faced.

The most systematic information obtained regarding this is from th some items on the evaluation questionnaire, the results of which are shown on Attachment A. As can be seen on Item Ib, all of those who responded to this question indicated they had received some help in initiating or carrying further the planning of a change of potential importance to their school, and half thought it had helped considerable (they checked one of the two highest points on a 7-point scale.) Furthermore, 70% thought the odds were at least three to one that their team would follow through on the plans they identified or worked on at the conference (see Item 2). And 45% thought there was at least a modest increase in their ability to work as a team (they checked one of the two highest points on a 7-point scale.)

2. To discuss, clarify, and test some general concepts reggrding planned change in school systems.

One basis for assessing accomplishment on this objective is item 5 of the questionnaire. 70% of the respondents who answered this question said they found the concept of self-renewal to be useful. In addition, they indicated the following (in response to item 6) as specific learnings:

The effectiveness of a planned systematic approach to problem-sensing and problem solving --- 41%
Awareness of and importance of group process -- 22%
The use of the Force Field Analysis as a diagnostic tool -- 13%
Recognition of team potential and need for total faculty-staff involvement -- 13%

Perhaps of more importance, the staff and observers felt that the participants "got with" the problem-solving concepts, the idea of pursuing one phase of problem-solving at a time, and the team developing processes (team-observation-of-team-with feedback) rather quickly and meaningfully. On the other hand, the staff was of the impression that the verbal presentation of concepts regarding change (the afternoon lectures) were of very limited use (although it is difficult to know how they might have contributed understanding and meaning to the activities which were demonstrated.)

3. To provide the COPED staff with additional information regarding concrete problems facing school systems.

One source of information on this question was the information each school system provided in response to a questionnaire before attending the conference.

| Problem Reported | Percentage of School Systems that reported this as a problem: |
|---|---|
| Integration of and racial imbalance in schools | 40% |
| Inadequate School facilities (bldgs. classrooms etc.) | 40% |
| Curriculum revisions | 40% |
| School community relations | 25% |
| Defeat of School Board issues | 25% |
| Consolidation and or reorganization of school districts | 20% |
| Develop a more effective faculty | 20% |

Another source of information was the conference reaction sheet. Item 3 asked participants to list the major forces working against their following through on the problem they had worked on at the conference, and Item 4 asked them to identify the major forces operating toward their following thru. Analyses of the responses indicated that the most frequently mentioned were the following:

Forces operating against following through:

| Force | % Reporting |
|---|---|
| Lack of time | 28% |
| Lack of Funds | 12% |
| Poor communication within the system | 9% |
| Too many other "back home" problems | 7% |
| Day to day pressures | 6% |
| Resistance to change within the system | 6% |
| Resistance to change within the community | 6% |

Forces operating toward following through:

| Force | % Reporting |
|---|---|
| Administrative leadership | 23% |
| Recognition of the need for change | 21% |
| Skills learned at Arden House | 17% |
| Willingness to work with change | 9% |
| Commitment to self renewal | 8% |
| Awareness of a central problem | 7% |
| Use of E.S.S.E.A. funds | 6% |
| State and Federal Legislation | 6% |

4. To build a basis for further contact between COPED and local school systems.

The most relevant information regarding this issue is that all of the schools which COPED later invited to undertake a three-year collaboration with COPED expressed interest in doing so, they attended a one-day meeting held for the purpose of clajrifying plans and committments, and they expressed interest in forming a consortium and seeking funds to support it in case the inter-regional COPED plan was not funded after the first year. Furhhermore, two other school systems asked that they be included in COPED, and others have asked for consultant help from COPED staff.

We conclude that the Arden House Conference met all four of the objectives for which it was planned.

## CONFERENCE REACTION SHEET

To help us all understand what the conference realistically has and has not accomplished, we would appreciate your reaction to the following items. The more personal and direct you can be, the more useful the data. A general summary will be fed back to all participants.

1. To what extent has participation in this conference:

a. -increased your understandings of ways of undertaking change?

| | | | | | | | No. Resp. |
|---|---|---|---|---|---|---|---|
| 1% | 1% | | 20% | 19% | 20% | 38% | 58 |
| Has contributed nothing | | | Has contributed somewhat | | | Has contributed a great deal | |

b. -helped you initiate or carry further the planning of a change of potential importance to your school system?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 4% | 29% | 16% | 21% | 29% | 50 |
| Has contributed nothing | | | Has contributed somewhat | | | Has contributed a great deal | |

c. -increased teamwork and understanding among you and the other people from your system who are here?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 9% | 4% | 41% | 21% | 24% | 45 |
| Possible negative effect | | No change | | Some increase | | Considerable increase | |

2. What do you estimate are the odds that you and/or your team will follow through on the plans you initiated or worked on here?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1% | 2% | 1% | 4% | 19% | 24% | 46% | 70 |
| 90/10 that we won't | 75/25 | 60/40 | 50/50 | 60/40 | 75/25 | 90/10 that we will | |

5. Do you feel that the concept of self-renewal as presented in this conference is a useful one for facilitating improvement in school districts such as yours?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0% | 1% | 1% | 7% | 20% | 42% | 28% | 70 |
| Of little or no use | | | About par for the course | | | Very useful, has great potential | |

## Appendix VII

**MEMO**

October 25, 1967

To: COPED

From: Chuch Ferguson

Re: Current Status of School Classification System

Last spring I undertook the task of attempting to classify COPED network school systems according to Bill Schutz's California study. I never got suffieiently organized to send out a clear memo specifying in detail just what data I needed from the various regions to accomplish this so naturally I received a heterogeneous conglomeration. Let me briefly review the difficulties I encountered, some possible problems I foresee if we continue and then some suggestions as to where we might go from here.

The California study utilized 13 variables, 7 of them obtained directly and 3 computed from U. S. Census Bureau tract data and the remaining 3 obtained from the annual fiscal report of the State Department of Education, 1 directly and 2 computed. A description of these variables and procedures for computing them can be found on pp. 24-31 of Bill Schutz's mimeographed chapter which I believe each COPED center has. If not, I can send you copies of these pages.

The initial problem was that for rural areas the samllest geographical unit of census data which I can find is the county. In Wisconsin some of their rural systems are located right in the corner of 4 counties and apparently draw their student bodies from all 4. This presents a horrendous problem, at least for me, in attempting to classify them by census bureau data. By rights it would require some fancy weighing of percent student body originating in each county applied to the census data variables from the respective counties to form a composite variable value for that system. But after this tedious work is done, what does it mean? Does the pooled value for a particular system really represent or identify that system or simply a potpourri conglomeration of data from 4 different county seats or major population areas in each county? How are these systems financed? How are the school boards elected? What comprises the constituency of the district? Is it possible that the school district actually is a unique political unit entirely distinct from the values which would be obtained by any conceivable weighing and pooling of 4 different county census tracts? I can't answer that from 1,000 miles away, if indeed anyone in Wisconsin even can. But if they can, 10 points for them.

The California study generated decile tables for the variables. But when I started computing values for Massachusetts systems some of them didn't fit in the decile tables. One rationale would be to consider units at the extreme of a distribution to be less significant than those in the middle and thus arbitrarily locate values beyond the ends of the table in the category at their respective ends. This is O.K. if you only have a few deviant values but after a while you start to lose discriminatory power. The arbitrary decision is, when does it make a difference? Bill Schutz suggested I generate Massachusetts Decile tables and see how well they encompassed COPED network systems. I had a student compile these tables this summer but I still haven't figured out how to obtain meaningful values from Wisconsin systems to plug into these decile tables. Also I haven't collected sufficient data from all other systems to classify them either.

### Present Dilemma

There are at least 2 psychological hindrances to my progress in this task, one more significant than the other. At one level is the actual survival of COPED as a viable formal structure. This isn't the most significant one to me. Even without funding I feel a certain commitment to pursue what we've started, one way or another: i.e., sources of funds may come and go but activity either has intrinsic value or it doesn't. Strictly speaking it isn't a dichotomy, rather a continuum, but usually there is a cut-off beyond which it lacks sufficient value to continue. This relates to the second hindrance.

I am reluctant to invest considerable energy in actually classifying the original COPED network systems only to find later that we really don't have sufficient meaningful data on them with which to utilize the classification, nor the likelihood of acquiring more. However, a task which I think does justify continuance is generating a firm taxonomy by which school systems can be classified.

Perhaps my difficulty in coming up with a usable school system classification schema is my relative lack of sophistication in research methodology and statistical data analysis but I'll have to be shown that this is in fact the reason. The difficulty for me is how do you translate any sort of factor or cluster analysis of multivariables from a numerical index or loading into a meaningful significant verbal description?

Utilizing Tryon's key cluster analysis method Bill Schuts came up with 5 school district types from his 13 variables. But the verbal description which resulted from this was:

"Observation of the district types suggests a rough demographic characterization. Type 4 represents mainly the metropolitan, or large suburban districts, while cluster 1 consists primarily of smaller suburban districts. Type 3 comprises very small communities, and type 2 is made up mainly of population centers somewhat removed from metropolitan areas (except San Diego). Type 5 has in it moderate size districts harder to characterise. (P.42 of Bill's mimeographed chapter on Classification and Sampling of school districts)

Perhaps I miss the point but it seems to me we could accomplish this coarse grouping without all the statistical details. In the next paragraph Bill refers to the 19 categories which his panel of judges devised as an approximate continuum. But there are 2 distinct dimensions, population density and educational quality demands of the district. This produces a factorial matrix of hi-lo each way rather than a continuum and looked at this way his 5 districts are somewhat blurred. Types 2, 3, 4 and 5 are fairly homogeneous but type 1 mixes hi and lo district quality requirements.

Perhaps I have reached the limitations of my statistical sophistication but I foresee the old ideographic vs. nomothetic dilemma again. I can see developing some 15 variables for school classification, factoring them and getting loadings for systems but I'm afraid every system will have its unique factor loading. I suppose this is the empirical question which needs to be tested and conceivably there is a finite number of categories in which any system can be located.

What Next?

Last spring I sent out a memo (unfortunately undated) on system indicators recommending 15 variables and listing 8 possible helpful references, which again I can recirculate if desired. The 2 variables of Tax Wealth and current expenditures require care in computation. Tax Evaluation should be real 100% value, rather than a % of true value, and current expenditures should be local financing prior to state and federal subsidation. The real question is how willing is the district to put money directly from its own pocketbook into the schools, not how skilled it is at obtaining state and federal assistance. I hope to pursue this schema further. But at present this is my second priority.

COPED started out 2 years ago with abstract goals of planned change, innovativeness and self-renewal. But I don't think we have sufficient conceptual consensus about what we mean by these terms to enable us to function effectively. Unfortunately perhaps we never will, but I haven't given up or tired of that struggle yet and I prefer to attempt to refine our conceptual goals better before proceeding with further development of methodology. Thus I hope to reqork my thinking on self-renewal. If I get that done before I receive any feedback on my system effectiveness work I'll return to system classification.

To summarize, my priorities are to work towards consensus on:

1. Concept of self-renewal
2. System effectiveness criteria indicators
3. Taxonomy of school systems.

# COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

## ADULTS

## PART I

(Decks: 40-49)

Your name ______________________________

Code No. ____________

# COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

## ADULTS

## PART I

(Decks: 40-49)

The following questions are being asked as part of an action-research project known as The Cooperative Project in Educational Development (COPED). Your school system and about twenty others are cooperating in COPED along with eight universities and The National Training Laboratories. COPED is seeking to discover and develop ways that school people can be more effectively assisted in continuously improving the education of children. The information you provide here will be critically important to this effort. It will be analyzed by social scientists in the university settings. Some of the results will be returned to your school system where they may influence some changes. Therefore, it is essential that you be as honest and direct in your answers as possible. In order for you to feel completely free in your answers, you are assured that the data will be handled in an anonymous way. Before even the researcher sees your answers, your name will be replaced by a code number. The reason for needing your name is so that if you are asked for more information in the future, you can be assigned the same code number. No one, not even the researchers, will ever know how you, personally, answered these questions.

Sex: Male _____ Female _____

School ______________________________

Subject ______________________________

Grade level you are teaching ______________________________

## COPED FORM A-1 (Deck 40)

## BIOGRAPHICAL INFORMATION

In order to analyze properly your responses on the various instruments you are filling out, it is necessary to obtain information about you as an individual. These questions are not intended to be "snoopy." Instead, the intention is to gain information which will permit examination of other data in terms of groups of people who have had different backgrounds.

Please answer each question to the best of your knowledge.

(10-11) 1. Name of the Building in which you work ______________________________

(16-17) 2. Title of your position ______________________________
(also, check the appropriate category below.)

(25-26)
1______Teacher
2______Principal or assistant Principal
3______Guidance or psychological services
4______Assistant Superintendent
5______Superintendent
6______Curriculum (Supervisor, Director, Coordinator, Consultant, etc.)
7______Other district or central office administrator
8______Board member
9______Teacher aide
10______Custodial, maintenance, or lunchroom staff
11______Secretarial or clerical staff
12______Other (Please specify.) ______________________________

(27) 3. At what level do you work?

1______Preschool (nursery and kindergarten)
2______Elementary
3______Middle school or junior high school
4______High school
5______Other (specify) ______________________________
6______Several or all levels

(21) 4. Age:

1______20-24 years
2______25-29
3______30-34
4______35-39
5______40-44
6______45-49
7______50-54
8______55-59
9______60 or over

COPED FORM A-1, Page 2 (Deck 40)

(18) 5. Sex

1____Male
2____Female

(28) 6. Years completed in this school system:

1____less than one year
2____1 year
3____2 years
4____3-5 years
5____6-10
6____11-15
7____16-20
8____21 or more years

(29) 7. Years completed in this building:

1____less than one year
2____1 year
3____2 years
4____3-5 years
5____6-10
6____11-15
7____16-20
8____21 or more years

(30) 8. Years completed in your present position:

1____less than one year
2____1 year
3____2 years
4____3-5 years
5____6-10
6____11-15
7____16-20
8____21 or more years

(31) 9. Tenure status:

1____Tenured in district
2____Propationary in district
3____Not fully certified in district (if applicable)
4____Other (explain) ______________________________

(32) 10. Marital status:

1____Single
2____Married
3____Divorced or separated
4____Widowed

(22) 11. Highest collegiate degree:

1_____None
2_____A.A. (Junior college or two years of college)
3_____A.B. or B.S.
4_____Masters
5_____Professional diploma
6_____Doctorate

(33) 12. Experience

1_____Number of years as a teacher
2_____Number of years as a principal or an assistant principal
3_____Number of years as a central office administrator
4_____Number of years in another capacity in education
Total_____Years

(23) 13. What type of institution did you attend fro MOST of your undergraduate education?

1_____No formal education beyond high school
2_____Two-year junior college
3_____Two or three-year normal school
4_____Four-year teacher's college
5_____Teacher preparation unit of a state college
6_____Teacher preparation unit of a university
7_____Other unit or department of a university
8_____Liberal arts college (not part of a university)
9_____Other; please specify: _______________________

(24) 14. What is your religious preference, if any (replay optional)?

1_____Protestant
2_____Catholic
3_____Jewish
4_____None
5_____Other; please specify: _______________________

(19) 15. What is your race? (reply optional)

1_____Negro
2_____White
3_____Oriental
4_____Other; please specify: _______________________

16. How much formal education did your father have? If your father was not living with you during your childhood, please indicate your mother's education.

(34) a. Please check one: My father _____ had:
My mother _____ had:

(35-36) b. 0_____None
1_____Some elementary school
2_____Finished elementary school
3_____Some high school
4_____Finished high school
5_____Some college
6_____Graduated from college
7_____Some post-graduate work, M.A., etc.
8_____Received a doctoral degree
9_____Other (specify) ____________________________________

(20) 17. Please check one of the following categories which indicates where your father's occupation most nearly falls. If your father was not living with you during your childhood, please indicate your mother's occupation.

1_____Professional (requiring advanced degree, i.e., doctor, lawyer); or owner or manager of large business.

2_____Professional (requiring college degree only, i.e., engineer); or lower-level manager or official; owner of large farm.

3_____Sales, clerical, and similar white-collar; owner or operator of medium-size farm.

4_____Skilled worker, craftsman, foreman; protective or service worker.

5_____Owner of small business or small farm.

6_____Semi-skilled worker; operative.

7_____Unskilled worker (farm or other laborer, domestic service).

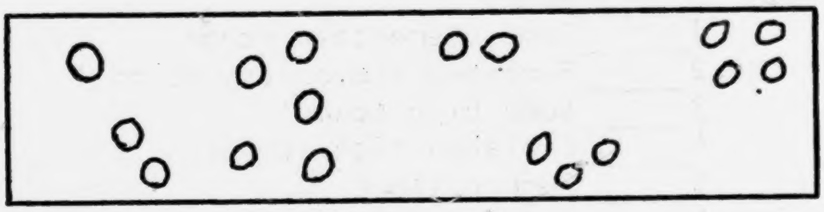
8_____Check here if your father was not living with you during your childhood and your mother's occupation was housewife.

## COPED FORM A-2 (Deck 40)

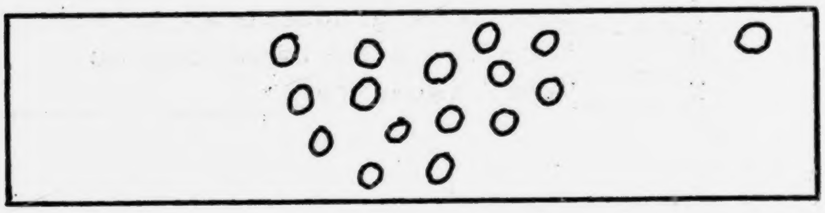
## BUILDING STRUCTURE

(37-38) 1. If you were to look at this school's staff of teachers as a group, which one of these drawings would most nearly look like the teachers of this staff?

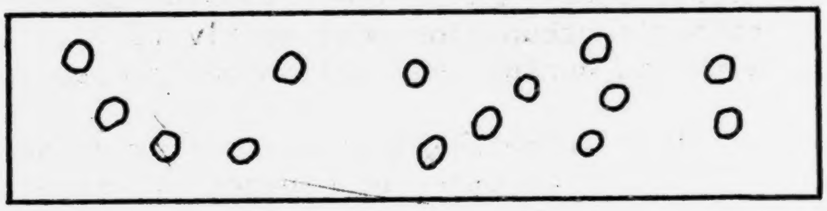
a. _____



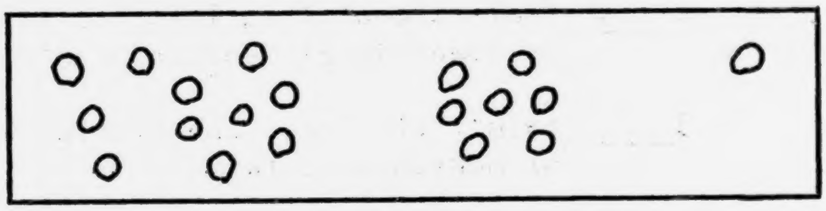
b. _____



c. _____



d. _____



e. _____Other---
Please draw:

2. Please check one:

If you are a teacher or a teacher aide _____, please answer both items 3 and 4 below; if you are not a teacher or teacher aide _____, please answer item 4.

(39-40) 3. Now please go back over the drawing you selected and place an "X" within the circle that best represents your position in the drawing of this staff.

(41-42) 4. Now please go back again to the drawing you selected and put a "P" in a circle (you may draw it in) that best represents the school principal's position in relations to the teaching staff.

COPED FORM A-3 (Deck 41)

## ESTIMATES

Facts and figures in the operation of a school system are often hard to come by. Very often people must guide their daily work by making estimates. In the questions that follow, we ask for your estimates about a number of important matters. Do not worry about being too precise; an estimate is an estimate! Give the judgment that seems most justified to you.

1. A school system cannot be all things to all people. Considering the staff in your school system, the financial support for the system, the kinds of children who attend the schools, and the attitudes of the community, what would you feel are the four primary objectives towards which effort should be put in your school system during the next two years? Put "1" by the most important, "2" by the next most, "3" by the next most important, and "4" for the next most important. Remember, you are thinking of objectives for this school system for the next two years. Use only the numbers 1, 2, 3, 4, to show the four objectives you feel are primary. Leave the other items blank.

(25) 1_____Reducing the dropout rate.

(26) 2_____Improving attention to basic skills in the first three grades.

(27) 3_____Improving attention to physical health and safety of students.

(28) 4_____Increasing children's motivation and desire to learn.

(29) 5_____Improving learning opportunities for disadvantaged children.

(30) 6_____Increasing the percentage of college attendance by seniors.

(31) 7_____Improving discipline and the behavior of "difficult" children.

(32) 8_____Improving the quality of student academic achievement at all levels.

(33) 9_____Improving children's adherence to moral, ethical, and patriotic standards.

(34) 10_____Improving learning opportunities for gifted or talented children.

(35) 2. Please think of the person (or group) to whom you are immediately responsible. For example, if you are a teacher, think of your department head or principal. If you are a principal, think of a particular central office administrators. If you are a board member, think of the community you represent. And so on.

Please indicate the position of the person or group to whom you are immediately responsible:

1_____Teacher (Check here if you are a teacher's aide.)

2_____Department head

3_____Principal

4_____Central office Administrator, other than Superintendant

5_____Board

6_____Other (Specify) ____________________________________________

3. Now here is the same list of objectives again. This time, please estimate how the person or group whose position you have indicated above would answer it. Put "1" to show your estimate of what he or she (or they) would regard as the most important objective for the next two years, "2" by the next most, and so on. Use only the numbers 1, 2, 3, 4, and leave the rest blank. If you are not sure, give your best guess as to what that person's (or group's) objectives for the system are, for the next two years.

(36) 1_____Reducing the dropout rate.

(37) 2_____Improving attention to basic skills in the first three grades.

(38) 3_____Improving attention to physical health and safety of students.

(39) 4_____Increasing children's motivation and desire to learn.

(40) 5_____Improving learning opportunities for disadvantaged children.

(41) 6_____Increasing the percentage of college attendance by seniors.

(42) 7_____Improving discipline and the behavior of "difficult" children.

(43) 8_____Improving the quality of student academic achievement at all levels.

(44) 9_____Improving children's adherence to moral, ethical, and patriotic standards.

(45) 10_____Improving learning opportunities for gifted or talented children.

COPED FORM A-3, Page 3 (Deck 41)

4. People often leave their jobs for a variety of reasons. Some are neutral, some are positive, and some are negative. What percent of the people in this school system who left their jobs last year would you estimate left for each of the following reasons?

Percent

(46-47) _______% Neutral reasons for leaving: (pregnancy, relocation, illness, retirement, etc.)

(48-49) _______% Positive reasons for leaving: (better job opportunity or salary elsewhere, etc.)

(50-51) _______% Negative reasons for leaving: (tension or dissatisfaction, contract not renewed by system or enforced resignation, etc.)

Total __100__% of the people who left system.

5. Which two characteristics do you think actually count most in getting ahead in this school system? Put a 1 for the most important, 2 for the next important.

(52) 1_____Quality of work done

(53) 2_____Quantity of work done

(54) 3_____Dependability

(55) 4_____Imaginativeness, inventiveness, creativity

(56) 5_____Seniority

(57) 6_____Formal education completed

(58) 7_____How well one is liked by his immediate superior

(59) 8_____How well one is liked by the people in the central office

COPED FORM A-3, Page 4 (Deck 41)

6. Which two characteristics do you think should count the most in getting ahead in this school system?

(60) 1_____Quality of work done

(61) 2_____Quantity of work done

(62) 3_____Dependability

(63) 4_____Imaginativeness, inventiveness, creativity.

(64) 5_____Seniority

(65) 6_____Formal Education

(66) 7_____How well one is liked by his immediate superior

(67) 8_____How well one is liked by the people in the central office

(68) 7. Where would you like to be working five years from now? (Check one)

1_____In this school system

2_____In another school system

3_____In a university or college

4_____In an area other than education

5_____Other educational setting (Specify) ______________________________

(69) 8. If you would like to be working in a school system five years from now, what would you like to be doing?

1_____Teacher

2_____Principal or assistant principal

3_____Superintendent

4_____Administrator in a central office

5_____Curriculum director, supervisor or coordinator

6_____Guidance or psychological service

7_____Other______________________________________________(Please Specify)

COPED FORM A-3, Page 5 (Deck 41)

0-71) 9. What do you think is the possibility of your being in the position you want in this school system five years from now? (Circle the appropriate percent.)

| 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |
|---|---|---|---|---|---|---|---|---|---|---|
| Absolutely no possibility. | | | | About equally possible or not possible | | | | | Extremely possible | |

The following statements refer to aspects of any school. Please indicate to what extent each of these statements describes the climate of your school whether they always, almost always, often, only sometimes, or almost never occur.

Are you affiliated with any particular school building? Yes _____ No _____

If you are not affiliated with any particular school buildings, skip to the next page, FORM A-4, DO'S AND DON'TS.

| | Always | Almost always | Often | Only sometimes | Almost never |
|---|---|---|---|---|---|
| (72) 10. I find my job very exciting and rewarding. | 1 | 2 | 3 | 4 | 5 |
| (73) 11. I am just a cog in the machinery of this school. | 1 | 2 | 3 | 4 | 5 |
| (74) 12. I feel involved in a lot of activities that go on in this school. | 1 | 2 | 3 | 4 | 5 |
| (75) 13. I do things at school that I wouldn't do if it were up to me. | 1 | 2 | 3 | 4 | 5 |
| (76) 14. I really don't feel satisfied with a lot of things that go on in this school. | 1 | 2 | 3 | 4 | 5 |
| (77) 15. Though teachers work near one another, I feel as if I am on an island by myself. | 1 | 2 | 3 | 4 | 5 |
| (78) 16. In the long run, it is better to be minimally involved in school affairs. | 1 | 2 | 3 | 4 | 5 |
| (79) 17. I have a lot of influence with my colleagues on educational matters. | 1 | 2 | 3 | 4 | 5 |
| (80) 18. I feel close to other teachers in this school. | 1 | 2 | 3 | 4 | 5 |

## COPED FORM A-4 (Decks: 42-45)

## DO'S AND DON'TS

In any school system, there are informal "do's and don'ts." They are rarely written down anywhere, but they serve as a kind of code, making it clear what people in the system should and should not do, if they are to be accepted by others.

Below, there is a list of specific things that a person---an administrator, a teacher, a staff member---might do or say. For each item, we would like your estimate of how many people in this system would feel that you SHOULD do it, and how many people would feel that you SHOULD NOT do it, in terms of percentages. There will always be some people who would have no feeling one way or the other.

For example:

| | Percentage who would feel that you SHOULD | | Percentage who would feel that you SHOULD NOT | | Others (percentage who have no feeling one way or the other) | |
|---|---|---|---|---|---|---|
| X. Follow administrative directives. | 70 | + | 10 | + | 20 | = 100% |
| Y. Complain when things are not going right. | 40 | + | 30 | + | 30 | = 100% |
| Z. Spread rumors. | 0 | + | 90 | + | 10 | = 100% |

Example X would show that you believed most people---70%---would feel that one SHOULD follow administrative directives. Only 10% would feel that you SHOULD NOT follow administrative directives necessarily. But there are also 20% of people who have no feelings about it one way or another.

Example Y shows a different picture. It would show that you thought 40% of people in this system would feel that you SHOULD complain if things are not going right. On the other hand, you estimate that 30% would feel you SHOULD NOT complain. An there are quite a few people (30%) that you guess have no particular feeling about it one way or the other.

In example Z, it's clear that you think no one would feel that spreading rumors is a good idea, and that 90% would feel that one SHOULD NOT do it. Even here, of course, you estimate that there are a few people---10%---who don't have a clear feeling about it one way or the other.

Your answer to each item will naturally be different. Just remember that your three figures for each item should add up to 100%. Remember: we are not concerned with what you personally think you should do, but with your estimate of what others would feel one should (or should not) do under most circumstances. We are asking you to be a kind of a detached observer of the do's and don'ts in your school system.

Now please turn to the next page and give your estimates of how other people in this system feel about "should's" and "should not's." Do not worry about being too precise. Your first intuitive guess is usually best.

## COPED FORM A-4, Page 2 (Deck 42)

| | | Percentage who would feel that you SHOULD [1] | | Percentage who would feel that you SHOULD NOT [2] | | Others (Percentage who have no feeling one way or the other) [3] | | |
|---|---|---|---|---|---|---|---|---|
| 42 | 1. Ask others who seem upset to express their feelings directly. | (25-26) | + | (27-28) | + | (29-30) | = 100% | (31) |
| 42 | 2. Tell colleagues what you really think of their work. | (32-33) | + | (34-35) | + | (36-37) | = 100% | (38) |
| 42 | 3. Look for ulterior motives in other people's behavior. | (39-40) | + | (41-42) | + | (43-44) | = 100% | (45) |
| 42 | 4. Always ask "Why?" when you don't know. | (46-47) | + | (48-49) | + | (50-51) | = 100% | (52) |
| 42 | 5. Avoid disagreement and conflict whenever possible. | (53-54) | + | (55-56) | + | (57-58) | = 100% | (59) |
| 42 | 6. Consult with people under you in making decisions that affect them---even minor ones. | (60-61) | + | (62-63) | + | (64-65) | = 100% | (66) |
| 42 | 7. Question well-established ways of doing things. | (67-68) | + | (69-70) | + | (71-72) | = 100% | (73) |
| 42 | 8. Be concerned about other people's problems. | (74-75) | + | (76-77) | + | (78-79) | = 100% | (80) |

COPED FORM A-4, Page 3 (Deck 43)

Please continue as before. Remember, do not focus on what you personally think you should do. Rather, give your estimate of what others would feel one should or should not do.

| | | Percentage who would feel that you SHOULD [1] | | Percentage who would feel that you SHOULD NOT [2] | | Others (percentage who have no feeling one way or the other) [3] | | |
|---|---|---|---|---|---|---|---|---|
| 43 | 9. Only make a decision after everyone's ideas have been fully heard. | (25-26) | + | (27-28) | + | (29-30) | = 100% | (31) |
| 43 | 10. Disagree with your superior if you happen to know more about the issue than he does. | (32-33) | + | (34-35) | + | (36-37) | = 100% | (38) |
| 43 | 11. Withold personal feelings, and stick to the logical merits of the case in any discussion. | (39-40) | + | (41-42) | + | (43-44) | = 100% | (45) |
| 43 | 12. Push for new ideas, even if they are vague or unusual. | (46-47) | + | (48-49) | + | (50-51) | = 100% | (52) |
| 43 | 13. Ask others to tell you what they really think of your work. | (53-54) | + | (55-56) | + | (57-58) | = 100% | (59) |
| 43 | 14. Keep your real thoughts and reactions to yourself, by and large. | (60-61) | + | (62-63) | + | (64-65) | = 100% | (66) |
| 43 | 15. Trust others not to take advantage of you. | (67-68) | + | (69-70) | + | (71-72) | = 100% | (73) |
| 43 | 16. Be skeptical about things, as a rule. | (74-75) | + | (75-77) | + | (78-79) | = 100% | (80) |

Please go on to the next page.

## COPED FORM A-4, Page 4 (Deck 44)

Please continue as before. Remember, do not focus on what you personally think you should do. Rather, give your estimate of what others would feel one should or should not do.

| | Percentage who would feel that you SHOULD [1] | | Percentage who would feel that you SHOULD NOT [2] | | Others (percentage who have no feeling one way or the other) [3] | | |
|---|---|---|---|---|---|---|---|
| 44 17. Point out other people's mistakes, to improve working effectiveness. | (25-26) | + | (27-28) | + | (29-30) | = 100% | (31) |
| 44 18. Listen to others' ideas, but reserve the decision to yourself. | (32-33) | + | (34-35) | + | (36-37) | = 100% | (38) |
| 44 19. Try out new ways of doing things, even if it's uncertain how they will work out. | (39-40) | + | (41-42) | + | (43-44) | = 100% | (45) |
| 44 20. Stay "cool"---keep your distance from others. | (46-47) | + | (48-49) | + | (50-51) | = 100% | (52) |
| 44 21. Use formal voting as a way of making decisions in small groups. | (53-54) | + | (55-56) | + | (57-58) | = 100% | (59) |
| 44 22. Set up committees which bypass or cut across usual channels or lines of authority. | (60-61) | + | (62-63) | + | (64-65) | = 100% | (66) |
| 44 23. Spend time in meetings on emotional matters which are not strictly germane to the task. | (67-68) | + | (69-70) | + | (71-72) | = 100% | (73) |
| 44 24. Be skeptical about accepting unusual or "way out" ideas. | (74-75) | + | (76-77) | + | (78-79) | = 100% | (80) |

Please go on to the next page.

COPED FORM A-4, Page 5 (Deck 45)

Please continue as before. Remember, do not focus on what you personally think you should do. Rather, give your estimate of what others would feel one should or should not do.

| | Percentage who would feel that you SHOULD [1] | | Percentage who would feel that you SHOULD NOT [2] | | Others (percentage who have no feeling one way or the other) [3] | | |
|---|---|---|---|---|---|---|---|
| 45 25. Tell other people what they want to hear, rather than what you really think. | (25-26) | + | (27-28) | + | (29-30) | = 100% | (31) |
| 45 26. Stick with familiar ways of doing things in one's work. | (32-33) | + | (34-35) | + | (36-37) | = 100% | (38) |
| 45 27. Trust others to be helpful when you admit you have problems. | (39-40) | + | (41-42) | + | (43-44) | = 100% | (45) |

So far, you have been trying to estimate how others in this system would feel. Of course, your own personal attitudes may differ from, or be the same as, what you guess others' to be. We are very much interested in assessing what your own attitudes on these items are.

Please think about how you, yourself, feel about each of the items you have just answered. Naturally, your feeling will depend on the particular circustances involved. But try to consider how you typically feel in most situations.

To indicate your answer, turn back to page 2 of this instrument (COPED FORM A-4, Page 2), and place a check (✓) in the column which shows what your own attitude is. For instance, in the first item, if you yourself felt that one should not ask others who seem upset to express their feelings directly you would check the second column. If you had no particular feeling about this matter one way or the other, you would check the third column, and so on. Think only about your own, personal, feelings. Please continue checking all items, until you reach the end, item 27, on this page.

## COPED FORM A-5 (Deck 46)

## RELATIONSHIPS

We are interested in the relationships people develop as they go about their work in this school system. This questionnaire asks you to think of specific people with whom you have relationships. However, do not put down their names, only initials. If you want to mention the same person more than once, put down the same initials.

The analysis of this questionnaire will focus on the patterns of relationships between people in different positions. So, for each person whose initials you put down, list his or her job and check job location, and formal "rank" in the school system. Please be sure you have answered all the questions and filled in or checked all appropriate places.

46 1. Please consider the different people you know on the job. Which two or three of them would you consider as being most interested in new ideas, educationally speaking (innovation in curriculum, practices, philosophy, etc.)?

| | | | JOB LOCATION (check one) | | | | FORMAL RANK IN THE SCHOOL SYSTEM | | |
|---|---|---|---|---|---|---|---|---|---|
| INITIALS (fill in) | JOB OR POSITION (fill in) | | In my building | In another building | In central office | | At my level | Above my level | Below my level |
| (25-28) | (29-30) | (31) | ___ | ___ | ___ | (32) | ___ | ___ | ___ |
| (33-36) | (37-38) | (39) | ___ | ___ | ___ | (40) | ___ | ___ | ___ |
| (41-44) | (45-46) | (47) | ___ | ___ | ___ | (48) | ___ | ___ | ___ |

46 2. And which two or three people from your job setting would you say you see most of on a casual or informal basis? That is, with whom are you most friendly?

| | | | JOB LOCATION (check one) | | | | FORMAL RANK IN THE SCHOOL SYSTEM | | |
|---|---|---|---|---|---|---|---|---|---|
| INITIALS (fill in) | JOB OR POSITION (fill in) | | In my building | In another building | In central office | | At my level | Above my level | Below my level |
| (49-52) | (53-54) | (55) | ___ | ___ | ___ | (56) | ___ | ___ | ___ |
| (57-60) | (61-62) | (63) | ___ | ___ | ___ | (64) | ___ | ___ | ___ |
| (65-68) | (69-70) | (71) | ___ | ___ | ___ | (72) | ___ | ___ | ___ |

Please go on to the next page.

COPED FORM A-5, Page 2 (Deck 47)

47 3. If you have a problem in connection with your work, who are the two or three people from your job setting who are most likely to be helpful to you--really helpful?

| INITIALS (fill in) | JOB OR POSITION (fill in) | JOB LOCATION (check one) | | | FORMAL RANK IN THE SCHOOL SYSTEM | | |
|---|---|---|---|---|---|---|---|
| | | In my building | In another building | In central office | At my level | Above my level | Below my level |
| (25-28) | (29-30) | (31) ___ | ___ | ___ | (32) ___ | ___ | ___ |
| (33-36) | (37-38) | (39) ___ | ___ | ___ | (40) ___ | ___ | ___ |
| (41-44) | (45-46) | (47) ___ | ___ | ___ | (48) ___ | ___ | ___ |

47 4. Finally, looking at your immediate work situation and the people in it, which two or three people would you say usually have the most influence on what happens? That is, whose opinions carry most weight?

| INITIALS (fill in) | JOB OR POSITION (fill in) | JOB LOCATION (check one) | | | FORMAL RANK IN THE SCHOOL SYSTEM | | |
|---|---|---|---|---|---|---|---|
| | | In my building | In another building | In central office | At my level | Above my level | Below my level |
| (49-52) | (53-54) | (55) ___ | ___ | ___ | (56) ___ | ___ | ___ |
| (57-60) | (61-62) | (63) ___ | ___ | ___ | (64) ___ | ___ | ___ |
| (65-68) | (69-70) | (71) ___ | ___ | ___ | (72) ___ | ___ | ___ |

## COPED FORM A-6 (Deck 48)

### MEETINGS

The philosopher Martin Buber once said, "All life is meeting." No matter how that statement makes you feel, you will probably agree that school systems hold a lot of meetings, and that much depends on their quality. We are thinking especially of meetings such as faculty meetings, committees, administrative staff meetings, Board sessions, department meetings, and the like.

We would like you to consider one of these types of meetings--one which is important to you, and to which you go regularly. Specifically:

a. If you are a teacher, principal, or curriculum worker who regularly attends a standing central curriculum committee or council, please consider the meetings of that group.

b. If you are a principal (not on a central curriculum group), please consider the meetings of the administrative council or cabinet to which you go.

c. If you are a teacher (not on a central curriculum group), please consider the building faculty meetings in your building.

d. If you are a Board member, please consider meetings of the Board.

e. If you are a superintendent, please consider meetings of the Board.

* * * * * * * * * * * * *

(25) Name of the meeting you are considering ______________________

(26) How often does it usually meet? ______________________

(27) Length of typical meeting ______________________

Now please consider what usually or typically happens in this meeting. For each of the items below, put one of the following numbers.

+ 3 This is very typical of this meeting; it happens repeatedly.
+ 2 This is fairly typical of this meeting; it happens quite often.
+ 1 This is more typical than not, but it doesn't happen a lot.
- 1 This is more untypical than typical, though it does happen some.
- 2 This is quite untypical; it rarely happens.
- 3 This is not typical at all; it never happens.

(28) 1. _____ When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.

(29) 2. _____ The first solution proposed is often accepted by the group.

(30) 3. _____ People come to the meeting not knowing what is to be presented or discussed.

Please go on to the next page.

COPED FORM A-6, Page 2 (Deck 48)

Use the same key as before:

+ 3 This is very typical of this meeting; it happens repeatedly.
+ 2 This is quite typical of this meeting; it happens quite often.
+ 1 This is more typical than not, but it doesn't happen a lot.
- 1 This is more untypical than typical, though it does happen some.
- 2 This is quite untypical; it rarely happens.
- 3 This is not typical at all; it never happens.

(31) 4. _____ People ask why the problem exists, what the causes are.

(32) 5. _____ There are many problems which people are concerned about which never get on the agenda.

(33) 6. _____ There is a tendency to propose answers without really having thought the problem and its causes through carefully.

(34) 7. _____ The group discusses the pros and cons of several different alternate solutions to a problem.

(35) 8. _____ People bring up extraneous or irrelevant matters.

(36) 9. _____ The average person in the meeting feels that his ideas have gotten into the discussion.

(37) 10. _____ Someone summarizes progress from time to time.

(38) 11. _____ Decisions are often left vague--as to what they are, and who will carry them out.

(39) 12. _____ Either before the meeting or at its beginning, any group member can easily get items on to the agenda.

(40) 13. _____ People are afraid to be openly critical or make good objections.

(41) 14. _____ The group discusses and evaluates how decisions from previous meetings worked out.

(42) 15. _____ People do not take the time to really study or define the problem they are working on.

(43) 16. _____ The same few people seem to do most of the talking during the meeting.

(44) 17. _____ People hesitate to give their true feelings about problems which are discussed.

(45) 18. _____ When a decision is made, it is clear who should carry it out, and when.

Please go on to the next page.

## COPED FORM A-6, Page 3 (Deck 48)

Use the same key as before:

+ 3 This is very typical of this meeting; it happens repeatedly.
+ 2 This is fairly typical of this meeting; it happens quite often.
+ 1 This is more typical than not, but it doesn't happen a lot.
- 1 This is more untypical than typical, though it does happen some.
- 2 This is quite untypical; it rarely happens.
- 3 This is not typical at all; it never happens.

(46) 19. _____ There is a good deal of jumping from topic to topic--it's often unclear where the group is on the agenda.

(47) 20. _____ From time to time in the meeting, people openly discuss the feelings and working relationships in the group.

(48) 21. _____ The same problems seem to keep coming up over and over again from meeting to meeting.

(49) 22. _____ People don't seem to care about the meeting, or what to get involved in it.

(50) 23. _____ When the group is thinking about a problem, at least two or three different solutions are suggested.

(51) 24. _____ When there is disagreement, it tends to be smoothed over or avoided.

(52) 25. _____ Some very creative solutions come out of this group.

(53) 26. _____ Many people remain silent.

(54) 27. _____ When conflicts over decisions come up, the group does not avoid them, but really stays with the conflict and works it through.

(55) 28. _____ The results of the group's work are not worth the time it takes.

(56) 29. _____ People give their real feelings about what is happening during the meeting itself.

(57) 30. _____ People feel very committed to carrying out the solutions arrived at by the group.

(58) 31. _____ When the group is supposedly working on a problem, it is really working on some other "under the table" problem.

(59) 32. _____ People feel antagonistic or negative during the meeting.

(60) 33. _____ There is no follow-up of how decisions reached at earlier meetings worked out in practice.

Please go on to the next page.

Use the same key as before:

+ 3 This is very typical of this meeting; it happens repeatedly.
+ 2 This is fairly typical of this meeting; it happens quite often.
+ 1 This is more typical than not, but it doesn't happen a lot.
- 1 This is more untypical than typical, though it does happen some.
- 2 This is quite untypical; it rarely happens.
- 3 This is not typical at all; it never happens.

(61) 34. _____ Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'.

(62) 35. _____ There are splits or deadlocks between factions or subgroups.

(63) 36. _____ The discussion goes on and on without any decision being reached.

(64) 37. _____ People feel satisfied or positive during the meeting.

* * * * * * * * * * * * * * *

Meetings vary according to their primary focus of attention. They may be mainly focused on information-giving--making announcements, explaining plans or rules, dealing with routine matters. Or they may be mainly focused on problem-solving--discussion and decision, working out answers to problems on the spot.

38. Thinking now of the meeting you have been describing, what percentage of time do you estimate is actually spent on these two kinds of activities? Fill in the figures below.

| | | | | |
|---|---|---|---|---|
| _________% | + | _________% | = | 100% |
| Time spent on information-giving | | Time spent on problem-solving (72-73) | | |

39. Now, still thinking of this meeting, what percentage of time do you think should be or ought to be spent on these two types of activities, as far as you are concerned?

| | | | | |
|---|---|---|---|---|
| _________% | + | _________% | = | 100% |
| Time spent on information-giving | | Time spent on problem-solving (74-75) | | |

Please go on to the next page.

COPED FORM A-6, Page 5 (Deck 48)

(76-77) 40. Is there anything else that usually or typically happens in this meeting? Please describe briefly.

Thank you.

COPED FORM A-13 (Deck 49)

## FINAL REACTIONS

Answering these questions may have left you with a variety of feelings. In order to help with future research in the COPED project, we would appreciate your comments.

(25-26) 1. About how long did you spend in filling out these questionnaires?

______________________________________________

2. If you had any of the feelings listed below as you were filling out the instruments, please put a check by that work or phrase.

(27) 1_____Amused
(28) 2_____Annoyed
(29) 3_____Bored
(30) 4_____Committed
(31) 5_____Confused
(32) 6_____Curious
(33) 7_____Doubtful
(34) 8_____Embarrassed
(35) 9_____Frustrated
(36) 10_____Frank

(37) 11_____Hopeful
(38) 12_____Interested
(39) 13_____Mistrustful
(40) 14_____Nervous
(41) 15_____Obligated
(42) 16_____Resentful
(43) 17_____Stimulated
(44) 18_____Tired
(45) 19_____Uncertain
(46) 20_____Uninvolved

(47-54) 21_____Other feeling (describe: ______________________)

(55) 3. Did you find any of the questionnaires especially difficult, confusing, or ambiguous? _____ Yes _____ No. If yes, which (use title)?

(56-74) ______________________________________________

______________________________________________

(75-76) 4. What was it about these questionnaires that made you feel this way?

______________________________________________

______________________________________________

______________________________________________

(77-78) 5. What do you think is the purpose for which this information is being collected? ______________________________

______________________________________________

______________________________________________

(79-80) 6. Any other comments which would help us understand how you were feeling as you filled out these questionnaires: ____________________

______________________________________________

______________________________________________

# COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

## ADULTS

## PART II

(Decks: 49-59)

Your name ______________________________

Code No. ____________

# COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

## ADULTS

## PART II

(Decks: 49-59)

The following questions are being asked as part of an action-research project known as The Cooperative Project in Educational Development (COPED). Your school system and about twenty others are cooperating in COPED along with eight universities and The National Training Laboratories. COPED is seeking to discover and develop ways that school people can be more effectively assisted in continuously improving the education of children. The information you provide here will be critically important to this effort. It will be analyzed by social scientists in the university settings. Some of the results will be returned to your school system where they may influence some changes. Therefore, it is essential that you be as honest and direct in your answers as possible. In order for you to feel completely free in your answers, you are assured that the data will be handled in an anonymous way. Before even the researcher sees your answers, your name will be replaced by a code number. The reason for needing your name is so that if you are asked for more information in the future, you can be assigned the same code number. No one, not even the researchers, will ever know how you, personally, answered these questions.

Sex: Male _____ Female _____

School ______________________

Subject ______________________

Grade level you are teaching ______________________

# COPED FORM A-7 (Deck 50)

Please check one:

___ If you are a teacher, or are based in a particular school building, please answer the following questions.

___ If you are a principal, or a central office administrator, or have some other job which is not based in a particular school building, skip to section A-8 of this questionnaire, entitled "COORDINATORS AND SPECIALISTS."

## YOUR PRINCIPAL

To what extent does your principal engage in the following kinds of behavior? In answering, please circle the one number in each row that best describes the behavior of your principal.

| | | Never | Almost never | Occasionally | Frequently | Almost always | Always | I do not know |
|---|---|---|---|---|---|---|---|---|
| (25) | 1. Gives teachers the feeling that their work is an "important" activity. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (26) | 2. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (27) | 3. Takes a strong interest in my professional development | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (28) | 4. Makes teachers' meetings a valuable educational activity. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (29) | 5. Helps to eliminate weaknesses in his school. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (30) | 6. Treats teachers as professional workers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Please go on to the next page.

COPED FORM A-7, Page 2 (Deck 50)

Please continue as before.

| | | Never | Almost never | Occa-sion-ally | Fre-quently | Almost always | Always | I do not know |
|---|---|---|---|---|---|---|---|---|
| (31) | 7. Helps teachers to understand the sources of important problems they are facing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (32) | 8. Displays a strong interest in improving the quality of the educational program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (33) | 9. Brings to the attention of teachers educational literature that is of value to them in their jobs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (34) | 10. Has constructive suggestions to offer teachers in dealing with their major problems. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (35) | 11. Gets teachers to upgrade their performance standards in their classrooms. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (36) | 12. Maximizes the different skills found in his faculty. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (37) | 13. Makes a teacher's life difficult because of his administrative ineptitude. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (38) | 14. Runs conferences and meetings in a | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

COPED FORM A-7, Page 3 (Deck 50)

Please continue as before.

| | Never | Almost never | Occasionally | Frequently | Almost always | Always | I do not know |
|---|---|---|---|---|---|---|---|
| (40) 16. Displays inconsistency in his decisions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (41) 17. Procrastinates in his decision making. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (42) 18. Requires teachers to engage in unnecessary paper work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (43) 19. Displays integrity in his behavior. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (44) 20. Puts you at ease when you talk with him. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (45) 21. Makes those who work with him feel inferior to him. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (46) 22. Develops a real interest in your welfare. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (47) 23. Develops a "we feeling" in working with others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (48) 24. Rubs people the wrong way. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## COPED FORM A-8 (Deck 51)

## COORDINATORS AND SPECIALISTS

Many school systems have personnel with titles such as Supervisor, Supervising Director, Curriculum Specialist, Coordinator, or Consultant. Their responsibilities include acting as liaison between the central office and the schools, observing teachers, conferring with principals, working with teacher committees, introducing new subject-matter ideas and teaching techniques, or guiding in-service training.

1. Do you have such personnel in your school system? Yes _____ No _____

(If you consider yourself such a person, please skip to section A-10, "INFLUENCE.")

(25-26) 2. What is the title of the person you have had most contact with, or who is the most important person in this area of responsibility to you?

Write the title here: ______________________________

(If you had no contact at all with such persons, please skip to the next section of the questionnaire, A-9, "YOUR IMMEDIATE SUPERIOR.")

I have had some contact ________
I have had no contact ________

Now, thinking of the person you have indicated in the space above, to what extent does he or she engage in the following kinds of behavior? Please circle the one number in each row that best describes the behavior of this person.

| | | Never | Almost never | Occasionally | Frequently | Almost always | Always | I do not know |
|---|---|---|---|---|---|---|---|---|
| (27) | 3. Gives teachers the feeling that their work is an "important" activity. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (28) | 4. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Please gc on to the next page.

## COPED FORM A-8, Page 2 (Deck 51)

Please continue as before.

| | | Never | Almost never | Occasionally | Frequently | Almost always | Always | I do not know |
|---|---|---|---|---|---|---|---|---|
| (29) | 5. Takes a strong interest in teachers' professional development. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (30) | 6. Makes teachers' meetings a valuable educational activity. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (31) | 7. Helps to eliminate weaknesses in the schools. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (32) | 8. Treats teachers as professional workers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (33) | 9. Helps teachers to understand the sources of important problems they are facing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (34) | 10. Displays a strong interest in improving the quality of the educational program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (35) | 11. Brings to the attention of teachers educational literature that is of value to them in their jobs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (36) | 12. Has constructive suggestions to offer teachers in dealing with their major problems. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (37) | 13. Gets teachers to upgrade their performance standards in their classrooms. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (38) | 14. Maximizes the different skills found in school faculties. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## COPED FORM A-9 (Deck 52)

If you are a principal fill out this section.

If you have any other job in the school system, skip to the next section A-10, "INFLUENCE."

### YOUR IMMEDIATE SUPERIOR

(25-26) 1. As a principal, please consider your immediate administrative superior, the person to whom you report and who supervises or guides your work.

Write the title of this person here; ____________________________

Now thinking of this person, to what extent does he or she engage in the following kinds of behavior? In answering, please circle the one number in each row that best describes the behavior of this person.

| | | Never | Almost never | Occasionally | Frequently | Almost always | Always | I do not know |
|---|---|---|---|---|---|---|---|---|
| (27) | 2. Makes principal's life difficult because of his administrative ineptitude. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (28) | 3. Runs conferences and meetings in a disorganized fashion. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (29) | 4. Has the relevant facts before making important decisions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (30) | 5. Displays inconsistency in his decisions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (31) | 6. Procrastinates in his decision making. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (32) | 7. Requires principals to engage in unnecessary paper work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (33) | 8. Displays integrity in his behavior. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Please go on to the next page.

COPED FORM A-9, Page 2 (Deck 52)

Please continue as before.

| | | | Never | Almost never | Occa-sion-ally | Fre-quently | Almost always | Always | I do not know |
|---|---|---|---|---|---|---|---|---|---|
| (34) | 9. | Puts you at ease when you talk with him. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (35) | 10. | Makes those who work with him feel inferior to him. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (36) | 11. | Develops a real interest in your welfare. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (37) | 12. | Develops a "we feeling" in working with others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (38) | 13. | Rubs people the wrong way. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (39) | 14. | Gives principals the feeling that their work is an "important" activity. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (40) | 15. | Gives principals the feeling that they can make significant contributions to improving the classroom performance of teachers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (41) | 16. | Helps to eliminate weaknesses in the schools under his jurisdiction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (42) | 17. | Takes a strong interest in your professional development. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (43) | 18. | Helps principals to understand the sources of important problems they are facing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (44) | 19. | Makes principals' meetings of valuable educational activity. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

COPED FORM A-10 (Deck 53)

## INFLUENCE

1. In general how much influence do you think the following groups or persons now have in determining educational matters (e.g., curriculum, policy, etc.) in your school? Please indicate how much influence each person or group has by circling the appropriate number.

| | | | None | A little | Some | Considerable | A great deal |
|---|---|---|---|---|---|---|---|
| (25) | a. | The local school board | 1 | 2 | 3 | 4 | 5 |
| (26) | b. | Your superintendent | 1 | 2 | 3 | 4 | 5 |
| (27) | c. | The principal of your school | 1 | 2 | 3 | 4 | 5 |
| (28) | d. | You yourself | 1 | 2 | 3 | 4 | 5 |
| (29) | e. | A small group of teachers | 1 | 2 | 3 | 4 | 5 |
| (30) | f. | Teachers in general | 1 | 2 | 3 | 4 | 5 |
| (31) | g. | Curriculum personnel (Supervisor, Director, or Coordinator) | 1 | 2 | 3 | 4 | 5 |
| (32) | h. | Students | 1 | 2 | 3 | 4 | 5 |
| (33) | i. | Parents | 1 | 2 | 3 | 4 | 5 |
| (34) | j. | Teacher Unions | 1 | 2 | 3 | 4 | 5 |
| (35) | k. | Local colleges and universities | 1 | 2 | 3 | 4 | 5 |
| (36) | l. | Guidance and psychological personnel | 1 | 2 | 3 | 4 | 5 |
| (37) | m. | Newspapers | 1 | 2 | 3 | 4 | 5 |
| (38) | n. | P. T. A. | 1 | 2 | 3 | 4 | 5 |
| (39-44) | o. | Other community groups (Specify)________ | 1 | 2 | 3 | 4 | 5 |

COPED FORM A-10, Page 2 (Deck 53)

2. How much influence do you think these groups or persons ought to have in determining educational matters in your school?

| | | | None | A little | Some | Considerable | A great deal |
|---|---|---|---|---|---|---|---|
| (45) | a. | The local school board | 1 | 2 | 3 | 4 | 5 |
| (46) | b. | Your superintendent | 1 | 2 | 3 | 4 | 5 |
| (47) | c. | The principal of your school | 1 | 2 | 3 | 4 | 5 |
| (48) | d. | You yourself | 1 | 2 | 3 | 4 | 5 |
| (49) | e. | A small group of teachers | 1 | 2 | 3 | 4 | 5 |
| (50) | f. | Teachers in general | 1 | 2 | 3 | 4 | 5 |
| (51) | g. | Curriculum personnel (Supervisor, Director, or Coordinator) | 1 | 2 | 3 | 4 | 5 |
| (52) | h. | Students | 1 | 2 | 3 | 4 | 5 |
| (53) | i. | Parents | 1 | 2 | 3 | 4 | 5 |
| (54) | j. | Teacher Unions | 1 | 2 | 3 | 4 | 5 |
| (55) | k. | Local colleges and universities | 1 | 2 | 3 | 4 | 5 |
| (56) | l. | Guidance and psychological personnel | 1 | 2 | 3 | 4 | 5 |
| (57) | m. | Newspapers | 1 | 2 | 3 | 4 | 5 |
| (58) | n. | P. T. A. | 1 | 2 | 3 | 4 | 5 |
| (59-64) | o. | Other community groups (Specify)________________ | 1 | 2 | 3 | 4 | 5 |

## COPED FORM A-11 (Deck 54)

## INNOVATIONS

(25) Please check one: _____I am a teacher.
_____I am not a teacher.

If you are a teacher, begin here. If you are not a teacher, skip to question 23 of this particular instrument, INNOVATION, on page 4.

We are interested in knowing of classroom innovations for improving pupil learning and motivation which you have invented or discovered, and tried in your own classroom. This is not meant to include new programs adopted by the school system, such as modern math, but rather your own classroom innovations.

1. Please think of the various innovations which you yourself have tried out in your own classroom during the past school year.

   Please check one: _____I have tried some.
   _____I have tried none. (Please skip to Question 8.)

   We would like you to consider the new classroom practice which you regard as most significant or interesting. Please describe it briefly. What

(26-27) specifically did you do? ________________________________________

________________________________________

________________________________________

(28) 2. The classroom practice you just described can be "original with you" (i.e., you invented it), or you "got it from somewhere else." Please check below the position that best describes your practice.

1_______Original with me (to the best of my knowledge).
2_______Got it somewhere else and made major changes.
3_______Got it somewhere else and made minor changes.
4_______Got it somewhere else without making any changes.

3. If not totally original, where did you get it? (Check as many as apply.)

(29)_______Teacher in this school
(30)_______My principal
(31)_______Magazine or journal
(32)_______Workshop, conference or institute
(33)_______My department head
(34)_______Book
(35)_______Student
(36)_______Local curriculum materials
(37)_______Teacher in another school
(38)_______Outside consultants
(39)_______University class
(40)_______Supervisor, coordinator, curriculum worker
(41)_______A parent
(42)_______Guidance or psychological science worker
(43-49)_______Other ______________________________
(Please specify.)

4. How did you hear about it? (Check as many as apply.)

(50)______Formal explanation
(51)______Informal conversation
(52)______Observed it in use
(53)______Special demonstration
(54)______Audio-visual (film, TV, Slides, tape, etc.)
(55)______Written account
(56-60)______Other ____________________________
(Please specify.)

(61) 5. As far as you know, to what extent is the practice you described being used by other teachers? (Please check one.)

1______To a great extent
2______Quite a bit
3______To some extent
4______A little
5______Not at all

(62) 6. How often in the past year have you told other teachers about this particular classroom practice?

1______Never
2______Once or twice
3______Several times
4______Often

(63) 7. To what extent are you likely to use this practice you have just described again?

1______To a great extent
2______Quite a bit
3______To some extent
4______A little
5______Not at all

(64) 8. To what extent do you feel you know what new practices other teachers are using to improve pupil learning in their classrooms?

1______To a great extent
2______Quite a bit
3______To some extent
4______A little
5______Not at all

(65) 9. Looking at yourself as a teacher, how much time and energy do you put in on classroom innovations---ones you invented or discovered?

1______A lot
2______Quite a bit
3______Some
4______A little
5______None

(66) 10. During this past year, about how many classroom innovations would you say you tried out?

1______0-1 time
2______2-4
3______5-8
4______9-12
5______13 or over

## COPED FORM A-11, Page 3 (Deck 55)

Here is a list of some new or unusual classroom teaching practices. For each practice, proceed as follows:

1. If you have not heard of this practice, write NO in the first column and skip to the next practice.
2. If you have heard of the practice, check each of the columns across that applies to you and leave the rest blank.
3. Fill in the last column with the number of teachers in your building that you know have tried the practice. Put zero if nobody has.

| | Have heard of it | Have considered trying it | Have tried it but do not use it regularly | Am using it regularly | Number of teachers in my building who have tried it |
|---|---|---|---|---|---|
| 11. Pupil participation in curriculum planning. | (25) | (26) | (26) | (26) | (27-28) |
| 12. Pupil participation in classroom teaching. | (29) | (30) | (30) | (30) | (31-32) |
| 13. Having pupils work in small learning teams. | (33) | (34) | (34) | (34) | (35-36) |
| 14. Role playing (acting out situations). | (37) | (38) | (38) | (38) | (39-40) |
| 15. Use of games to aid learning. | (41) | (42) | (42) | (42) | (43-44) |
| 16. Pupil reactions to classroom climate via questionnaires. | (45) | (46) | (46) | (46) | (47-48) |
| 17. Pupil participation in developing classroom rules. | (49) | (50) | (50) | (50) | (51-52) |
| 18. Group discussion of problem behavior. | (53) | (54) | (54) | (54) | (55-56) |
| 19. Involving pupils in community projects. | (57) | (58) | (58) | (58) | (59-60) |
| 20. Curriculum units that promote skill in interpersonal relationships. | (61) | (62) | (62) | (62) | (63-64) |
| 21. Community pool (utilizing localcitizens as resource personnel.) | (65) | (66) | (66) | (66) | (67-68) |
| 22. Pupils as helpers or tutors of other pupils. | (69) | (70) | (70) | (70) | (71-72) |

BOTH TEACHERS AND NON-TEACHERS ANSWER THIS PART OF THE QUESIONNAIRE

23. Many school systems are trying out new educational practices on a system-wide basis. A number of such practices are listed below. Please read through the list, then answer the questions on the following pages.

A. Independent Study. Regularly scheduled work by individual pupils with a minimum of teacher direction.

B. Language laboratory. Audio equipment arranged to permit individual members of a class to hear speech, practice speaking, and hear playback.

C. Nongraded classes. Pupils are assigned to classes on the basis of ability, without regard to traditional one-year steps.

D. Multigraded classes. Pupils traditionally assigned to one of two or three sequential vertical grades are assigned to single classes comprising two or more grade levels; work in various subjects is determined by the individual pupil's ability within the limits of the grade-span.

E. Schools-within-a-school. The organization within a physical unit of two or more partially autonomous "schools," each with its own administrative supervisory and teaching personnel and pupils; all "schools" may be under the leadership of a single person, however.

F. PSSC Physics. The curriculum materials and teaching practices developed by the Physical Science Study Committee.

G. Team teaching. An arrangement in which two or more teachers plan and execute together the instructional program for a number of pupils, generally in the same or adjoining rooms.

H. Teacher aides. Regular employment of personnel to assist the teacher in the classroom in administrative and other non-teaching functions.

I. Lay readers. Regular employment of persons to assist the teacher in reading and grading the written work of pupils.

J. Programmed instruction. The use of educational material so designed that each pupil works at his own pace through sequential steps, receiving immediate indication of the correctness of response he has given to programmed questions. May or may not involve mechanical devices or "machines."

K. Work experience programs. Programs in which students, while in school or on vacation, undertake employment, under school guidance, directly related to their educational courses.

L. Instructional television. Regularly scheduled in-class viewing of televised instruction, coordinated with instruction on the same material by the classroom teacher.

M. Flexible scheduling. Situation in which class size, length of class meetings, number and spacing of classes are varied according to an assessment of the nature of the subject, type of instruction, and ability and interest of students.

N. Modern math. Any of several mathematics curricula (and materials stressing newer concepts and designed around the "structure of the discipline").

O. Foreign language in the elementary school. Regularly scheduled instruction in a foreign language (one or more times a week), in the grade-level span from 1 to 6.

P. Computer scheduling. Allocation of students to classes in the secondary school using an electronic computer.

Q. Curriculum council. A school-system-wide group of professional personnel which engages in curriculum planning and co-ordination.

R. i/t/a. The Initial Teaching Alphabet, a phonetically constant alphabet of conventional letters and symbols used for early teaching of reading.

S. Open enrollment. Permission for pupils to attend a school building of their choice, even though it is not in their residential area.

T. 8 mm sound film. Movie film half the usual width, used in pupil-operated cartridge-loading projects.

DIRECTIONS: In the first column, circle the YES, ?, or NO to show whether the practice is being used in the school system, to the best of your knowledge. Use the "?" if you are not sure. If you circled NO, skip to the next practice.

If you circled YES or ?, go on across the row circling the answers that apply.

| | Title of practice | Being used in this system? | Does it affect you? | Are you using it directly? | Should it be continued in the system? |
|---|---|---|---|---|---|
| 24. | A. Independent study | YES ? NO<br>(25) | YES ? NO<br>(26) | YES ? NO<br>(27) | YES ? NO<br>(28) |
| | B. Language laboratory | YES ? NO<br>(29) | YES ? NO<br>(30) | YES ? NO<br>(31) | YES ? NO<br>(32) |
| | C. Nongraded classes | YES ? NO<br>(33) | YES ? NO<br>(34) | YES ? NO<br>(35) | YES ? NO<br>(36) |
| | D. Multigraded classes | YES ? NO<br>(37) | YES ? NO<br>(38) | YES ? NO<br>(39) | YES ? NO<br>(40) |
| | E. Schools-within-a-school | YES ? NO<br>(41) | YES ? NO<br>(42) | YES ? NO<br>(43) | YES ? NO<br>(44) |
| | F. PSSC Physics | YES ? NO<br>(45) | YES ? NO<br>(46) | YES ? NO<br>(47) | YES ? NO<br>(48) |
| | G. Team teaching | YES ? NO<br>(49) | YES ? NO<br>(50) | YES ? NO<br>(51) | YES ? NO<br>(52) |
| | H. Teacher aides | YES ? NO<br>(53) | YES ? NO<br>(54) | YES ? NO<br>(55) | YES ? NO<br>(56) |
| | I. Lay readers | YES ? NO<br>(57) | YES ? NO<br>(58) | YES ? NO<br>(59) | YES ? NO<br>(60) |
| | J. Programmed instruction | YES ? NO<br>(61) | YES ? NO<br>(62) | YES ? NO<br>(63) | YES ? NO<br>(64) |

Please continue on the next page.

24. cont'd.

| Title of practice | Being used in this system? | Does it affect you? | Are you using it directly? | Should it be continued in the system? |
|---|---|---|---|---|
| K. Work experience programs | YES ? NO (25) | YES ? NO (26) | YES ? NO (27) | YES ? NO (28) |
| L. Instructional television | YES ? NO (29) | YES ? NO (30) | YES ? NO (31) | YES ? NO (32) |
| M. Flexible scheduling | YES ? NO (33) | YES ? NO (34) | YES ? NO (35) | YES ? NO (36) |
| N. Modern math | YES ? NO (37) | YES ? NO (38) | YES ? NO (39) | YES ? NO (40) |
| O. Foreign language in the elementary school | YES ? NO (41) | YES ? NO (42) | YES ? NO (43) | YES ? NO (44) |
| P. Computer scheduling | YES ? NO (45) | YES ? NO (46) | YES ? NO (47) | YES ? NO (48) |
| Q. Curriculum council | YES ? NO (49) | YES ? NO (50) | YES ? NO (51) | YES ? NO (52) |
| R. i/t/a | YES ? NO (53) | YES ? NO (54) | YES ? NO (55) | YES ? NO (56) |
| S. Open enrollment | YES ? NO (57) | YES ? NO (58) | YES ? NO (59) | YES ? NO (60) |
| T. 8 mm sound film | YES ? NO (61) | YES ? NO (62) | YES ? NO (63) | YES ? NO (64) |

(25-26) 25. Now we would like you to look at the list of practices you have just gone through and select the one that affects you most in your work.

The name of this practice is ______________________________.

IF NO PRACTICE IS USED IN YOUR SCHOOL SYSTEM, PLEASE SKIP TO QUESTION 33.

(27) 26. To what extent are you consulted in the decision that was made to start using this practice in your school system? (Check one)

1_____To a great extent
2_____Quite a bit
3_____To some extent
4_____A little
5_____Not at all

(28) 27. To what extent do you think there was a clear educational need or problem in the system, which this practice would help to meet or resolve?

1_____To a great extent
2_____Quite a bit
3_____To some extent
4_____A little
5_____Not at all

(29) 28. How much do you know about how this practice is being used in the system?

1_____To a great extent
2_____Quite a bit
3_____To some extent
4_____A little
5_____Not at all

29. Are you involved in using this practice yourself? Yes_______ No_________

(30) On a trial basis? Yes_______ No_______
(31) On a regular, routine basis? Yes_______ No_______

(32) 30. How much has this practice been changed and modified during the time it has been tried out in the system?

1_____Not changed at all
2_____Changed a little
3_____Changed some
4_____Changed a lot
5_____Changed completely

(33) 31. Do you think that this practice is a good one?

1_____Very good
2_____Quite good
3_____Somewhat good
4_____Not too good
5_____Not good at all

(34) 32. What do you think should be the future of this practice in the system?

1_____It should be increased a great deal.
2_____It should be increased.
3_____It should be carried on about as is.
4_____It should be decreased.
5_____It should be dropped from the system.

(35) 33. Have you, within the past year, had some idea for an innovation which you believe would improve the working of your school or school system (beyond your own classroom)?

1_____Yes
2_____No (Skip questions 34-35-36 and go on to the next section, A-12, REACTION TO THE COPED STAFF.)

(36-37) 34. What educational need or problem is there in the system which you feel your idea would help to meet or resolve? (Describe briefly):

35. To whom did you communicate your idea? (Check as many as apply)

(38) _____Teacher in my building
(39) _____Teacher in another building
(40) _____My principal
(41) _____My department head
(42) _____Supervisor, coordinator, curriculum worker
(43) _____Student
(44) _____Superintendent
(45) _____Board member
(46) _____Central office administrator
(47) _____Parent
(48) _____Guidance or psychological service worker
(49-55) _____Other ______________________________
(Please specify)

(56) 36. Was your idea tried out in your school or the school system?

1_____Yes
2_____It's being considered.
3_____No, it was considered and turned down.
4_____No, it was not even considered.
5_____I don't know.

## COPED FORM A-12 (Deck 59)

## REACTIONS TO THE COPED STAFF

This rating form is for you to help us evaluate the effectiveness of our COPED staff in working in schools. Please consider each statement in the light of your current impressions of the COPED staff members who have been working with you or with others in your school.

(25) 1. How frequently have you talked or worked with one or more members of the COPED staff in the past 3 months?

1____Very frequently; more than 10 times in the last 3 months
2____Frequently; 5 to 10 times in the last 3 months
3____Occasionally in the last 3 months
4____Once or twice in the last 3 months
5____Not at all in the last 3 months
6____Not ever

Please circle the number which corresponds to your agreement or disagreement with each of the descriptions of COPED Staff members:

| | | I agree very much | I agree some | I am in between | I disagree some | I disagree very much |
|---|---|---|---|---|---|---|
| (26) | 2. COPED staff members are available to answer our questions and discuss our problems when we need them. | 1 | 2 | 3 | 4 | 5 |
| (27) | 3. They are probably honest and well meaning but they seem confused about what they want. | 1 | 2 | 3 | 4 | 5 |
| (28) | 4. I like to talk with them. | 1 | 2 | 3 | 4 | 5 |
| (29) | 5. They are trying to make our program more effective, but they are pushing too hard and are too impatient. | 1 | 2 | 3 | 4 | 5 |
| (30) | 6. They have been able to assist me in improving my relations with students | 1 | 2 | 3 | 4 | 5 |
| (31) | 7. The COPED members working with our staff are skilled and honest enough but they just don't know enough about *our* school and the way *we* do things to be of much help. | 1 | 2 | 3 | 4 | 5 |

COPED FORM A-12, Page 2 (Deck 59)

|  |  | I agree very much | I agree some | I am in between | I disagree some | I disagree very much |
|---|---|---|---|---|---|---|
| (32) | 8. They suggest changes in our schools that are impractical. | 1 | 2 | 3 | 4 | 5 |
| (33) | 9. They have been able to assist me in improving my relations with teachers or other staff members. | 1 | 2 | 3 | 4 | 5 |
| (34) | 10. No matter how much this staff may change its way of doing things while COPED and the administration are working on us, we'll go right back to the way things were after the pressure is off. | 1 | 2 | 3 | 4 | 5 |
| (35) | 11. Their visits cause interruptions in our work and add to our work load. | 1 | 2 | 3 | 4 | 5 |
| (36) | 12. Our meetings seem to go well, but there doesn't seem to be any relations between what we do in them and what we do in regular work. | 1 | 2 | 3 | 4 | 5 |
| (37) | 13. I have picked up ideas from them that I'm going to try out in my regular work. | 1 | 2 | 3 | 4 | 5 |
| (38) | 14. I suspect that they pass on to others in my school system information of a confidential nature. | 1 | 2 | 3 | 4 | 5 |
| (39) | 15. The COPED staff should help a group like us |  |  |  |  |  |

| | I agree very much | I agree some | I am in between | I disagree some | I disagree very much |
|---|---|---|---|---|---|
| (40) 16. The trouble with the COPED staff is that they pay too much attention to "climate," and "communication process" and not enough to providing solutions to problems. | 1 | 2 | 3 | 4 | 5 |
| (41) 17. They have been able to assist me in improving my relations with administrators. | 1 | 2 | 3 | 4 | 5 |
| (42) 18. They understand and can assist me on problems of instruction for the subjects and grade levels I teach. | 1 | 2 | 3 | 4 | 5 |
| (43) 19. I just don't see the problems that the consultants seem to be talking about; we really don't need to change the way we are doing things. | 1 | 2 | 3 | 4 | 5 |
| (44) 20. You can really say what's on your mind with these people. | 1 | 2 | 3 | 4 | 5 |
| (45) 21. Talk, talk, talk; I wish we could learn some tangible procedures from the consultants. | 1 | 2 | 3 | 4 | 5 |
| (46) 22. The most useful thing consultants can do is not so much gathering information about the group but, once the information is gathered, to help the | | | | | |

| | | I agree very much | I agree some | I am in between | I disagree some | I disagree very much |
|---|---|---|---|---|---|---|
| (48) | 24. Their survey instruments are useful. | 1 | 2 | 3 | 4 | 5 |
| (49) | 25. I could name four or five people in our system who are really more able to do what the COPED staff is trying to do. | 1 | 2 | 3 | 4 | 5 |
| (50) | 26. They are helpful, but some people with power on the staff will probably undermine all our progress. | 1 | 2 | 3 | 4 | 5 |
| (51) | 27. They really seem to know how to get people to see what's going on. | 1 | 2 | 3 | 4 | 5 |
| (52) | 28. The administration showed poor judgment in bringing in outside help; the real leadership can come only from inside the school system. | 1 | 2 | 3 | 4 | 5 |
| (53) | 29. I've learned more from them than from all the other in-service training programs put together. | 1 | 2 | 3 | 4 | 5 |
| (54) | 30. The COPED staff are skilled in conducting meetings. | 1 | 2 | 3 | 4 | 5 |
| (55) | 31. I would like to participate in another project with the COPED staff. | 1 | 2 | 3 | 4 | 5 |

(56-57) Please write any other reactions that would help us do our job better in the space provided below.

## COPED FORM A-13 (Deck 49)

## FINAL REACTIONS

Answering these questions may have left you with a variety of feelings. In order to help with future research in the COPED project, we would appreciate your comments.

(25-26) 1. About how long did you spend in filling out these questionnaires?

______________________________________________

2. If you had any of the feelings listed below as you were filling out the instruments, please put a check by that work or phrase.

(27) 1____Amused
(28) 2____Annoyed
(29) 3____Bored
(30) 4____Committed
(31) 5____Confused
(32) 6____Curious
(33) 7____Doubtful
(34) 8____Embarrassed
(35) 9____Frustrated
(36) 10____Frank
(37) 11____Hopeful
(38) 12____Interested
(39) 13____Mistrustful
(40) 14____Nervous
(41) 15____Obligated
(42) 16____Resentful
(43) 17____Stimulated
(44) 18____Tired
(45) 19____Uncertain
(46) 20____Uninvolved

(47-54) 21____Other feeling (describe: ____________________)

(55) 3. Did you find any of the questionnaires especially difficult, confusing, or ambiguous? ____ Yes ____ No. If yes, which (use title)?

(56-74) ______________________________________________

______________________________________________

(75-76) 4. What was it about these questionnaires that made you feel this way?

______________________________________________

______________________________________________

______________________________________________

(77-78) 5. What do you think is the purpose for which this information is being collected? ______________________________

______________________________________________

______________________________________________

(79-80) 6. Any other comments which would help us understand how you were feeling as you filled out these questionnaires: ____________________

______________________________________________

______________________________________________

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

# TEACHERS

PARTS: I & II

(Deck 20)

Your name ______________________________

Code No. ____________

# COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

## TEACHERS

PARTS: I & II

(Deck 20)

The following questions are being asked as part of an action-research project known as The Cooperative Project in Educational Development (COPED). Your school system and about twenty others are cooperating in COPED along with eight universities and The National Training Laboratories. COPED is seeking to discover and develop ways that school people can be more effectively assisted in continuously improving the education of children. The information you provide here will be critically important to this effort. It will be analyzed by social scientists in the university settings. Some of the results will be returned to your school system where they may influence some changes. Therefore, it is essential that you be as honest and direct in your answers as possible. In order for you to feel completely free in your answers, you are assured that the data will be handled in an anonymous way. Before even the researcher sees your answers, your name will be replaced by a code number. The reason for needing your name is so that if you are asked for more information in the future, you can be assigned the same code number. No one, not even the researchers, will ever know how you, personally, answered these questions.

Sex: Male _____ Female _____

School ______________________

Subject ______________________

Grade level you are teaching ______________________

## COPED FORM T-1 (Deck 20)

## PART I

## HOW YOUR STUDENTS FEEL

One of your classrooms has been chosen at random for study in the Cooperative Project in Educational Development. Answer the following questions with that class in mind. How do you think the students in that class feel about classroom life? Circle the number which tells best how you think the students in that class feel about each statement.

| | Most students would agree very much | Most students would agree some | Most students would be in between | Most students would disagree some | Most students would disagree very much |
|---|---|---|---|---|---|
| (25) 1. It is good to take part as much as possible in classroom discussions. | 1 | 2 | 3 | 4 | 5 |
| (26) 2. Asking the teacher for help is a good thing to do. | 1 | 2 | 3 | 4 | 5 |
| (27) 3. The teacher should really try to find out how the students feel. | 1 | 2 | 3 | 4 | 5 |
| (28) 4. School work should be fun most of the time. | 1 | 2 | 3 | 4 | 5 |
| (29) 5. It is good to help other students with school work except during tests. | 1 | 2 | 3 | 4 | 5 |
| (30) 6. You should always work as hard as you can in this class. | 1 | 2 | 3 | 4 | 5 |
| (31) 7. Getting along with the other students in this class is just as important as school work. | 1 | 2 | 3 | 4 | 5 |

## COPED FORM T-2 (Deck 20)

## HOW DO YOU FEEL ABOUT THESE THINGS?

Circle the number which tells best how you usually feel about each statement.

| | | I agree very much | I agree some | I am in between | I disagree some | I disagree very much |
|---|---|---|---|---|---|---|
| (32) | 1. It is good for students to take part as much as possible in classroom discussions. | 1 | 2 | 3 | 4 | 5 |
| (33) | 2. Asking the teacher for help is a good thing for students to do. | 1 | 2 | 3 | 4 | 5 |
| (34) | 3. The teacher should really try to find out how his (her) students feel. | 1 | 2 | 3 | 4 | 5 |
| (35) | 4. School work should be fun or interesting most of the time. | 1 | 2 | 3 | 4 | 5 |
| (36) | 5. It is good to allow students to help other students with school work except during tests. | 1 | 2 | 3 | 4 | 5 |
| (37) | 6. Students should always work as hard as they can in class. | 1 | 2 | 3 | 4 | 5 |
| (38) | 7. Getting along with the other students in class is just as important for students as school work. | 1 | 2 | 3 | 4 | 5 |

## COPED FORM T-3 (Deck 20)

## PART II

## YOUR CLASSROOM GROUP(S)

Again think of the classroom that is part of the Cooperative Project in Educational Development. Circle the number which tells how you think the students in that class behave.

| | The students in this class --- | Always | Almost always | Often | Only some-times | Almost never |
|---|---|---|---|---|---|---|
| (39) | 1. All take part in classroom discussions. | 1 | 2 | 3 | 4 | 5 |
| (40) | 2. Help one another with their schoolwork. | 1 | 2 | 3 | 4 | 5 |
| (41) | 3. Behave themselves even when the teacher leaves the room. | 1 | 2 | 3 | 4 | 5 |
| (42) | 4. Do the same work at the same time. | 1 | 2 | 3 | 4 | 5 |
| (43) | 5. Laugh when someone misbehaves. | 1 | 2 | 3 | 4 | 5 |
| (44) | 6. Like doing schoolwork. | 1 | 2 | 3 | 4 | 5 |
| (45) | 7. Like each other. | 1 | 2 | 3 | 4 | 5 |
| (46) | 8. Follow the teacher's directions. | 1 | 2 | 3 | 4 | 5 |
| (47) | 9. Work well with one another. | 1 | 2 | 3 | 4 | 5 |
| (48) | 10. Laugh when someone makes a mistake. | 1 | 2 | 3 | 4 | 5 |
| (49) | 11. Like the teacher. | 1 | 2 | 3 | 4 | 5 |
| (50) | 12. Tell the teacher how they feel. | 1 | 2 | 3 | 4 | 5 |
| (51) | 13. Get into fights. | 1 | 2 | 3 | 4 | 5 |
| (52) | 14. Are well-mannered. | 1 | 2 | 3 | 4 | 5 |

# COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

## STUDENTS

## PART I

(Deck 10)

Write your name here ______________________________

Code No. ____________

# COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

## STUDENTS

## PART I

(Deck 10)

The Cooperative Project in Educational Development is a project involving persons from many universities and schools. We hope to help people understand schools and make them better. To make schools better places to learn and to work, we need to understand what students and teachers do and how they feel about things. Your answers to the following questions will help in this. We want to know how you feel and how you see things. Your answers will be kept secret. Your teacher will not see your answers, and only people at the universities will. For some questions we will add up the answers of different students so that we can say how students in general feel, and we may tell you, your teachers, and the principal about this. But your own answers will always be kept secret.

We think you will like to answer many of the questions. Just thinking about the questions may make people start thinking about how schools could be better. Try to answer all the questions with how you feel and how you see things.

Check one: Girl _____ Boy _____

Your teacher's name ____________________

Your grade ____________________

Your age ____________________

Subject ____________________

## COPED FORM C-1 (Deck 10)

## HOW DO YOU FEEL ABOUT THESE THINGS?

Circle the number which tells best how you feel about each statement. For example, if the statement were, "It is all right to come late to class," and you disagree some, you would answer like this:

| | | | | | |
|---|---|---|---|---|---|
| It is all right to come late to class. | 1 | 2 | 3 | [✓ 4] | 5 |

| | | I agree very much | I agree some | I am in between | I disagree some | I disagree very much |
|---|---|---|---|---|---|---|
| (25) | 1. It is good to take part as much as possible in classroom discussions. | 1 | 2 | 3 | 4 | 5 |
| (26) | 2. Asking the teacher for help is a good thing to do. | 1 | 2 | 3 | 4 | 5 |
| (27) | 3. The teacher should really try to find out how the students feel. | 1 | 2 | 3 | 4 | 5 |
| (28) | 4. School work should be fun most of the time. | 1 | 2 | 3 | 4 | 5 |
| (29) | 5. It is good to help other students with school work except during tests. | 1 | 2 | 3 | 4 | 5 |
| (30) | 6. You should always work as hard as you can in this class. | 1 | 2 | 3 | 4 | 5 |
| (31) | 7. Getting along with the other students in this class is just as important as school work. | 1 | 2 | 3 | 4 | 5 |

COPED FORM C-2 (Deck 10)

## HOW THIS CLASS FEELS

How do you think your classmates feel about the same things? Circle the number which best answers how you think the other students in this class feel about each statement.

| | | Most students agree very much | Most students agree some | Most students are in between | Most students disagree some | Most students disagree very much |
|---|---|---|---|---|---|---|
| (32) | 1. It is good to take part as much as possible in classroom discussions. | 1 | 2 | 3 | 4 | 5 |
| (33) | 2. Asking the teacher for help is a good thing to do. | 1 | 2 | 3 | 4 | 5 |
| (34) | 3. The teacher should really try to find out how the students feel. | 1 | 2 | 3 | 4 | 5 |
| (35) | 4. School work should be fun most of the time. | 1 | 2 | 3 | 4 | 5 |
| (36) | 5. It is good to help other students with school work except during tests. | 1 | 2 | 3 | 4 | 5 |
| (37) | 6. You should always work as hard as you can in this class. | 1 | 2 | 3 | 4 | 5 |
| (38) | 7. Getting along with the other students in this class is just as important as school work. | 1 | 2 | 3 | 4 | 5 |

## COPED FORM C-3 (Deck 10)

## HOW DO YOU THINK YOUR TEACHER FEELS?

How do you think your teacher feels about the same things? Circle the number that answers best how you think your teacher feels about each statement.

| | | The teacher would agree very much | The teacher would agree some | The teacher would be in between | The teacher would disagree some | The teacher would disagree very much |
|---|---|---|---|---|---|---|
| (39) | 1. It is good to take part as much as possible in classroom discussions. | 1 | 2 | 3 | 4 | 5 |
| (40) | 2. Asking the teacher for help is a good thing to do. | 1 | 2 | 3 | 4 | 5 |
| (41) | 3. The teacher should really try to find out how the students feel. | 1 | 2 | 3 | 4 | 5 |
| (42) | 4. School work should be fun most of the time. | 1 | 2 | 3 | 4 | 5 |
| (43) | 5. It is good to help other students with school work except during tests. | 1 | 2 | 3 | 4 | 5 |
| (44) | 6. You should always work as hard as you can in this class. | 1 | 2 | 3 | 4 | 5 |
| (45) | 7. Getting along with the other students in this class is just as important as school work. | 1 | 2 | 3 | 4 | 5 |

## COPED FORM C-4 (Deck 10)

## MY TEACHER IN THIS CLASS

Pretend that you could have your teacher change in some way. Please mark the way you would like to have your teacher in this class act by putting a circle around the number that best tells how you would like your teacher to be.

I wish my teacher would do this:

| | | Much more than he does now | A little more than he does now | The same as he does now | A little less than he does now | Much less than he does now |
|---|---|---|---|---|---|---|
| (46) | 1. Ask us to decide what the class will do. | 1 | 2 | 3 | 4 | 5 |
| (47) | 2. Tell us how we're doing on school work. | 1 | 2 | 3 | 4 | 5 |
| (48) | 3. Talk to our parents. | 1 | 2 | 3 | 4 | 5 |
| (49) | 4. Make sure we do the work we should do. | 1 | 2 | 3 | 4 | 5 |
| (50) | 5. Ask us how we feel. | 1 | 2 | 3 | 4 | 5 |
| (51) | 6. Like us. | 1 | 2 | 3 | 4 | 5 |
| (52) | 7. Explain what we are supposed to do. | 1 | 2 | 3 | 4 | 5 |
| (53) | 8. Explain how to do our class work or assignments. | 1 | 2 | 3 | 4 | 5 |
| (54) | 9. Trust us on our own. | 1 | 2 | 3 | 4 | 5 |
| (55) | 10. Know the subject he or she is teaching. | 1 | 2 | 3 | 4 | 5 |

# COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

## STUDENTS

## PART II

(Decks: 11 & 12)

Write your name here ______________________________

Code No. ____________

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We think you will like to answer many of the questions. Just thinking about the questions may make people start thinking about how schools could be better. Try to answer all the questions with how you feel and how you see things.

Check one: Girl ____ Boy ____

Your teacher's name ____________________

Your grade ____________________

Your age ____________________

Subject ____________________

COPED FORM C-5 (Deck 11)

# THE PEOPLE IN THIS CLASSROOM GROUP

In every classroom there are some students who seem to do certain things or act in certain ways more often than other students. We would like to know how you feel about other students and which ones you think do certain things more often than others. Though you may know many students who are not in this particular classroom, in these questions we are asking you to think about just this classroom group. Please answer each question as thoughtfully as you can, using your class list with the names and numbers.

1. Who are the 4 students in this classroom group who you think are best at doing school work? Write the numbers of the 4 persons in the correct blanks below. DO NOT INCLUDE YOUR OWN NUMBER.

| | | Student's number |
|---|---|---|
| (25-26) | Best at doing school work | ________ |
| (27-28) | Next best at doing school work | ________ |
| (29-30) | Third best at doing school work | ________ |
| (31-32) | Fourth best at doing school work | ________ |

2. Who are the 4 students in this classroom group who are the most helpful to you? Write the number of the 4 persons in the correct blanks below. Write only one number on each line. Remember not to include your own number.

| | | Student's number |
|---|---|---|
| (35-36) | Most helpful | ________ |
| (37-38) | Next most helpful | ________ |
| (39-40) | Third most helpful | ________ |
| (41-42) | Fourth most helpful | ________ |

3. Who are the 4 students in this classroom group who you think most often get other students in this class to follow them? This means--who are the 4 leaders? Write the numbers of the 4 persons in the correct blanks below. Write only one number on each line. Remember not to include your own number.

| | | Student's number |
|---|---|---|
| (45-46) | Leader most often | ________ |
| (47-48) | Leader next most often | ________ |
| (49-50) | Leader third most often | ________ |
| (51-52) | Leader fourth most often | ________ |

4. Which 4 students in this classroom group do you like the most? Please write their numbers in the 4 blanks below. Do not include your own number.

| | | Student's number |
|---|---|---|
| (55-56) | Like most | ________ |
| (57-58) | Like next most | ________ |
| (59-60) | Like third most | ________ |
| (61-62) | Like fourth most | ________ |

COPED FORM C-5, Page 2 (Deck 11)

(65) 5. Are there young people about your age not in this classroom group whom you like better than anyone in this group? Please circle one.

1. Yes
2. No

(66) 6. If you answered "yes," about how many of these other young people would you say there are that you like better than anybody in this classroom group? Circle one number.

1 2 3 4 5

6 7 8 9 10 or more

## COPED FORM C-6 (Deck 12)

### THIS CLASSROOM GROUP

Circle the number which tells how you think the students in this class behave. For example, if the statement were "Come late to class," and you thought that the students in your class often come late to class, you would answer like this:

Come late to class 1 2 [✓ 3] 4 5

| | The students in this class: | Always | Almost always | Often | Only sometimes | Never or almost never |
|---|---|---|---|---|---|---|
| (25) | 1. All take part in classroom discussions. | 1 | 2 | 3 | 4 | 5 |
| (26) | 2. Help one another with their schoolwork. | 1 | 2 | 3 | 4 | 5 |
| (27) | 3. Behave themselves even when the teacher leaves the room. | 1 | 2 | 3 | 4 | 5 |
| (28) | 4. Do the same work at the same time. | 1 | 2 | 3 | 4 | 5 |
| (29) | 5. Laugh when someone misbehaves. | 1 | 2 | 3 | 4 | 5 |
| (30) | 6. Like doing schoolwork. | 1 | 2 | 3 | 4 | 5 |
| (31) | 7. Like each other. | 1 | 2 | 3 | 4 | 5 |
| (32) | 8. Follow the teacher's directions. | 1 | 2 | 3 | 4 | 5 |
| (33) | 9. Work well with one another. | 1 | 2 | 3 | 4 | 5 |
| (34) | 10. Laugh when someone makes a mistake. | 1 | 2 | 3 | 4 | 5 |
| (35) | 11. Like the teacher. | 1 | 2 | 3 | 4 | 5 |
| (36) | 12. Tell the teacher how they feel. | 1 | 2 | 3 | 4 | 5 |
| (37) | 13. Get into fights. | 1 | 2 | 3 | 4 | 5 |
| (38) | 14. Are well-mannered. | 1 | 2 | 3 | 4 | 5 |

COPED FORM C-7 (Deck 12)

## LIFE IN THIS CLASSROOM GROUP

Here is a list of some things that describe life in the classroom. Circle the number of the statement that best tells how this class is for you.

(39) 1. Life in this class with your regular teacher...

1. has all good things.
2. has mostly good things.
3. has more good things than bad.
4. has about as many good things as bad.
5. has more bad things than good.
6. has mostly bad things.

(40) 2. How hard are you working these days on learning what is being taught at school?

1. Very hard.
2. Quite hard.
3. Not very hard.
4. Not hard at all.

(41) 3. When I'm in this class I...

1. usually feel wide awake and very interested.
2. pretty interested, bored part of the time.
3. not very interested, bored a lot of the time.
4. don't like it, usually beel bored.

(42) 4. How good is your school work compared to the work of the others in the class?

1. much better than most.
2. a little better than most
3. about the same as most
4. not quite as good as most
5. much worse than most

(43) 5. As far as you can tell, how many of the students in this class skip school sometimes?

1. most of them skip sometimes.
2. more than half skip sometimes.
3. less than half skip sometimes.
4. a few students skip sometimes.
5. nobody skips.

(44) 6. In class, working with others is...

1. the best way for me to learn.
2. sometimes good, sometimes not.
3. not as good as working alone.
4. a waste of time for me.

(45) 7. Learning from books is...

1. a good way to learn.
2. good, but I can learn more in other ways.
3. not a very good way to learn.
4. not at all a good way to learn.

(46) 8. The teacher corrects our written work and gives it back to us...

1. always.
2. almost always.
3. most of the time.
4. some of the time.
5. not very often.

(47) 9. When we get grades on our class work, the teacher tells us what we did wrong and what we did right...

1. always.
2. almost always.
3. most of the time.
4. some of the time.
5. hardly ever.

(48) 10. My teacher grades fairly...

1. always.
2. almost always.
3. most of the time.
4. some of the time.
5. hardly ever.

(49) 11. This school...

1. is my idea of a good school.
2. is O.K. but it could be better.
3. isn't very good.
4. is pretty bad--I don't like it.

COPED FORM C-8 (Deck 12)

## YOUR PARENTS' WORK

(50) 1. CHECK ONE:

_____1. My father is living with me.
_____2. My father is not living with me, but my stepfather is living with me.
_____3. My father is not living with me, but an adult male is living with me.
_____4. My father is not living with me, and I have no stepfather or any other adult male living with me.
_____5. Other (explain) ______________________________

(51-52) 2. If your father or stepfather or other adult male is living with you, what is the name or title of his job? ______________________

(53-54) What exactly does he do on the job? ______________________

______________________________________________

(51-52) 3. If your father or stepfather is not living with you now, what was the name or title of his job before? ______________________

(53-54) What exactly did he do on the job? ______________________

______________________________________________

(55) 4. CHECK ONE:

_____1. My mother is living with me.
_____2. My mother is not living with me, but my stepmother is living with me.
_____3. My mother is not living with me, but an adult female is living with me.
_____4. My mother is not living with me, and I have no stepmother or other adult woman living with me.
_____5. Other (explain) ______________________________

(56) 5. If your mother or stepmother or other adult woman is living with you, does she have a job outside the home?

_____1. Yes.
_____2. No.

(57-58) If your answer is yes, what is the name or title of her job? ______

______________________________________________

(59-60) What exactly does she do on the job? ______________________

______________________________________________

(61) 6. How old are you? (age at last birthday) _______

# COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

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## STUDENTS
## (HIGH SCHOOL)

## PART III

(Deck 13)

Write your name here ______________________________

COPED FORM C-9 (HS) (Deck 13)

## YOUR HIGH SCHOOL AND YOUR ASPIRATIONS

The questions so far have dealt with this particular classroom. Now we would like you to think about your whole school.

1. Among the items listed below, what does it take for a boy to get to be important and looked up to by other students in this school? Put 1 by the item that you think is most important, 2 by the item that you think is next most important, 3 for the next, 4 for the next, and 5 for the least important.

(25) _____bright, well-informed, and interesting.
(26) _____doing well in school (grades, tests, learning).
(27) _____being an athletic star.
(28) _____coming from the right family.
(29) _____being attractive to girls (good-looking, fun to be with).

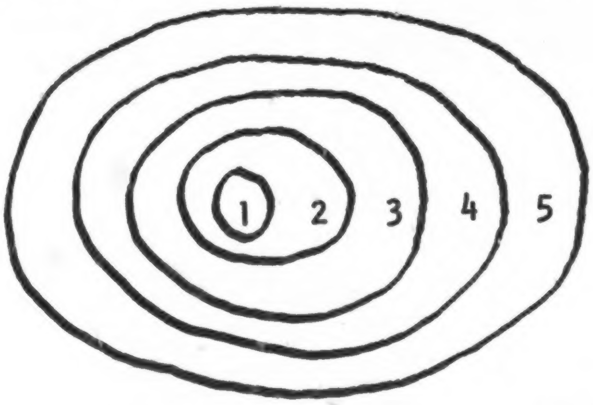
2. Among the items listed below, what does it take for a girl to get to be important and looked up to by other students in this school? Put 1 by the item that you think is most important, 2 by the item that you think is next most important, 3 for the next, 4 for the next, and 5 for the least important.

(30) _____bright, well-informed, and interesting.
(31) _____doing well in school (grades, tests, learning).
(32) _____being a cheerleader.
(33) _____coming from the right family.
(34) _____being attractive to boys (good-looking, fun to be with).

3. Now look at the items listed below and rank them according to what you feel is most important for you personally, regardless of what others may choose. Put 1 by the item that you think is most important, 2 by the item that you think is next most important, 3 for the next, 4 for the next, and 5 for the least important.

(35) _____bright, well-informed, and interesting.
(36) _____doing well in school (grades, tests, learning).
(37) _____being an athletic star (if you are a boy) or a cheerleader (if you are a girl).
(38) _____coming from the right family.
(39) _____being attractive to the opposite sex (good-looking, fun to be with).

(40) 4. The people in this school who are most important and most looked up to could be called the leading crowd. Suppose the center circle below represented the leading crowd. How far out from the center are you? (Place a check in the circle where you think you are.)



(41) 5. Have you ever been sent out of the class to the Office by a teacher you didn't get along?

1. Yes, more than once.
2. Yes, once.
3. No.

(42) 6. Have you ever skipped school with a gang of kids (whether or not you got caught)?

1. Yes, more than once.
2. Yes, once.
3. No.

(43) 7. How likely do you think it is that you will go on to a college or university?

1. Definitely will go on.
2. Probably will go on.
3. May go on but not sure.
4. Probably will not.
5. Definitely will not.

(44) 8. How likely do you think it is that you will go to a trade, technical, or business school?

1. Definitely will go on.
2. Probably will go on.
3. May go on but not sure.
4. Probably will not.
5. Definitely will not.

(45) 9. How likely do you think it is that you will leave high school before graduation?

1. Definitely will leave before graduation.
2. Probably will leave.
3. May leave but not sure.
4. Probably will not.
5. Definitely will not.

Code No. ____________

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## STUDENTS
## (HIGH SCHOOL)

## PART III

(Deck 13)

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We think you will like to answer many of the questions. Just thinking about the questions may make people start thinking about how schools could be better. Try to answer all the questions with how you feel and how you see things.

Check one: Girl _____ Boy _____

Your teacher's name ____________________

Your grade ____________________

Your age ____________________

Subject ____________________

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# STUDENTS

## PART IV

(Deck 14)

Write your name here ______________________________

## COPED FORM C-10 (Deck 14)

## TODAY'S CLASS

The following questions refer to today's class with your teacher. For some questions you are asked to circle the number of the phrase that says best how you feel. For other questions you are asked to write a sentence or two to tell why you feel as you do.

(25) 1. a. How do you feel about how much you learned today?

1. I don't think I learned much.
2. I learned a little bit.
3. I learned some but not a lot.
4. I learned a lot today.

(26-27) b. Please write why you feel this way. ____________________________

______________________________________________

______________________________________________

(28) 2. a. How much did you feel lost, or confused, or mixed-up about what the teacher wanted you to learn?

1. I was never lost at all.
2. I was lost a couple of times.
3. I was lost quite a few times.
4. I was lost most of the time.

(29-30) b. If you were lost at all, why do you think you were lost? ____________

______________________________________________

______________________________________________

(31) 3. a. How often did you feel you wanted some extra help during the class today?

1. I wanted help many times.
2. I wanted help several times.
3. I wanted help once or twice.
4. I never wanted any help.

(32-33) b. If you wanted help, what kind of help did you want? ____________

______________________________________________

______________________________________________

(34) 4. a. How often did you see somebody else needing help during your class today?

1. I saw somebody needing help many times.
2. I saw somebody needing help several times.
3. I saw somebody needing help once or twice.
4. I never saw anybody needing help.

(35-36) b. How could they be helped? ______________________________

______________________________

______________________________

(37) 5. a. How much did you say something or ask questions during class today?

1. A lot.
2. Some.
3. A little.
4. I didn't say anything.

(38) 6. a. If you did say something, then how did you feel about it?

1. Very good.
2. Fairly good.
3. Not too good.
4. Not good at all.

(39-40) b. Why did you feel this way? ______________________________

______________________________

______________________________

(41) 7. a. If you didn't say anything, how did you feel about it?

1. Very good.
2. Fairly good.
3. Not too good.
4. Not good at all.

(42-43) b. Why did you feel this way? ______________________________

______________________________

______________________________

(44) 8. a. How did you feel about what the teacher did today?

1. Very good.
2. Fairly good.
3. Not too good.
4. Not good at all.

(45-46) b. What did the teacher do to make you feel that way? ______________________________

______________________________

______________________________

Code No. ____________

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